DOCUMENT RESUME

ED 142 497 SO 010 202

TITLE	The Social Science Teacher, Vol. 6, No. 3, February 1977, Vol. 6, No. 4, April 1977 [And] Vol. 6, No. 5, June 1977.
INSTITUTION	Association for the Teaching of the Social Sciences (England).
PUB DATE	77
NOTE	131p.; For related documents, see ED 098 083, ED 102 069, ED 098 117, and SO 010 200-201; Not available in hard copy due to small type size of original documents
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Community Study; *Comparative Education; Curriculum; Demonstration Programs; *Educational Trends; Elementary Secondary Education; Foreign Countries; Learning Activities; *Periodicals; Political Science; Sex Role; *Social Sciences; *Social Studies; *Teaching Methods
IDENTIFIERS	England

ABSTRACT

The first three issues for 1977 of The Social Science Teacher are presented. Each issue is devoted to a special topic relevant to social science instruction in elementary and secondary grades in England. The February issue contains five articles focusing on the teaching of politics. Included are discussions of politics as a compulsory course, an experimental program of political education for nine to 13-year-olds, and a review of the work of the Political Education Research Unit at the University of York. Articles about sex roles in society comprise the April issue. These explore sex roles as stereotyped in social science textbooks, a review of resources on family roles, discussion starter activities for a sex roles course, and a source list for studying women in society. Community studies teaching is the theme of the June issue. One article describes a community volunteer program to involve students in activities. It analyzes problems in developing community service programs in schools. Another article presents a directory of useful organizations for teaching community studies, such as Alcoholics Anonymous and the Confederation of British Industry. (AV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED142497

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Charles Townley
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER"

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE SOCIAL SCIENCE TEACHER

SO 010 202

Edition on The Teaching of Politics

VOL.6 No.3 FEBRUARY 1977

PRICE 75p

THE SOCIAL SCIENCE TEACHER

Journal of the Association for the Teaching of the Social Sciences Vol. 6, No. 3

Edition on the Teaching of Politics

Edited by Clive Harber

(Published by A.T.S.S. Copyright A.T.S.S. 1977)

CONTENTS **PAGE**

Viewpoint by David Davies 1

A.T.S.S. News 2

Correspondence 7

Articles: 1. Political Education for the Nine to Thirteens? An Experiment by John Riches 9
2. Politics in the Compulsory Course? by Veronica Ellis 11
3. Teaching C.S.E. Politics by Clive Harber 14
4. 'O' and 'A' Level Government Teaching in Further Education by Mick McGuiness and Richard Upright 17
5. Researching Political Education — the Work of the Political Education Research Unit by Garth Allen 21

Reviews 26

Resources Exchange 30

Section Cartoon Headings by Beverly Curl

Views expressed in contributions to this journal do not necessarily represent the view of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

VIEWPOINT – ON "VIEWPOINT"

"Viewpoint" is strictly speaking a ten week course in mass-communications contracted by Thames Television and broadcast in Autumn 1975 on the ITA educational network. The series is divided into three parts. Firstly, ***Communication in Society*** shows how beliefs and ideas are formed through communication and that communication itself is a means of control. Secondly, ***Meditation***, consisting of five programmes looks at messages in the media and the processes through which fictional and non-fictional messages pass. Thirdly, ***Structures*** examines the large industrial organisations which effectively control mass-communications and looks at possibilities for alternatives.

The Viewpoint programmes were seen by 9.1 per cent of all secondary schools in the country and most of these were non-selective. The response from teachers and pupils was favourable. The Independent Broadcasting Authority's memorandum on Viewpoint (published in full in *Screen Education, Summer 1976. No.19)* noted . . . "The appetite among schools for such a series is perhaps indicated by the unusually high take for the first transmission of a secondary school series . . . On the whole teachers seem to have appreciated the series . . . Right-wing teachers observed that the programmes were 'anti-establishment' but found they could provoke good discussion in difficult classes."

The whole series was due to be repeated in the 1976/77 ITA schedules but was withdrawn by the IBA after protests from Southern Television. No complaints were received from teachers. Southern were concerned about "bias" in the programmes and the possible effect on the audience. Southern is a private company owned jointly by the Rank Organisation, Associated Newspapers, and D.C. Thompson Ltd. As *Screen Education* noted . . . "Those who have seen Viewpoint will remember that the Rank Organisation and its interests was given specific attention in the series and that generally Viewpoint took a critical line on the ownership of mass-communications by private commercial interests."

As I have already said Viewpoint is strictly speaking a course in mass-communication. In reality it is much more – as the media interests have been quick to realise. The two main aims of the series are set out in the teachers' notes as follows . . .

1. To direct the attention of educators and their students towards the mass media.
2. To examine from a social viewpoint the relationships between the mass media and philosophy, economics, culture and education.

A more fundamental intention can be discerned and this is concerned with pioneering a critical sociological approach to understanding and changing the structure of ownership and control as well as to challenge the dominant ideological "Consensus" of capitalist mass-communications. The series was quite explicit in asserting the point of view that a "value free" approach to media education is inappropriate. The evaluation of conflicting approaches from *non-neutral* but relatively "objective" perspectives is of course a highly political act (and the IBA decision should be viewed in this light). Viewpoint comes to a Marxist, though some might argue Sociology of Knowledge, perspective. *What* is to be evaluated and the *mode* of that evaluation is itself an outcome of struggle and conflict. Knowledge gained in this area by teachers and pupils is part of a process of engagement in which everyone takes part. There can be no neutral chairperson. Education is practice and practice is highly problematic. Viewpoint succeeds in its aims partly because the aims are correct but mainly because it presents a challenge. Pupils are not seen as passive recipients of information but rather as active agents of change within the situation in which they find themselves. They must think, question, discuss and the programme – having stated its position – challenges them to query and test what has been said.

For the social science teacher the meaning of Viewpoint is surely that possibly for the first time visually and imaginatively he can have material which communicates to children the notion that when we experience the world we experience a structure of values and beliefs which has political meaning. The way is shown for the teacher to get behind surface appearances and expose the false needs acquired under capitalism and simultaneously to confront the depoliticisation of yet another school generation. The teacher has the material possibility of presenting reality as changeable in a meaningful way within the learning situation in the classroom.

As far as the accusation of bias by the IBA goes, it exemplifies how little the media interests are prepared to defend access to the means of expression. If capitalism facilitates freedom of expression then why could its media interests not contain and further facilitate Viewpoint? The series did in fact investigate "freedom of expression" and argued that capitalism restricted it. For the IBA then impartiality appears to be an uncritical acceptance of capitalism's ability to foster a supposed plurality of views having more-or-less equal access to the means of expression. The banning of Viewpoint gives the lie to this myth. The category of "impartiality" has been used by the privately owned media interests to suppress views which could potentially subvert the ideology of the dominant media interests. The ***Screen Education*** (see above) editorial comment is apposite . . . "No statement can be neutral or non-partisan, by its very existence it negates and excludes an infinity of unarticulated possible alternative statements that carry with them a different order of values and views of the world. To say that something is neutral simply mystifies its relation to value systems, but that mystification is an important strategy in naturalising the view of the world it carries. It is this mystification Viewpoint challenges." (P.75).

Since Viewpoint is primarily an educational programme the questions for teachers raised by the banning are very serious. What will be allowed to count as knowledge within the curriculum? How

(Continued on page eight)

ATSS NEWS

Compiled by Chris Brown

HELP!

Some of the Executive Committee had heard rumours of an economic crisis but we thought that IMF stood for International Marxist Federation. However, this is not so and it seems that ATSS must take account of recent economic trends. We were forced to recognise this when the bill for printing the last Social Science Teacher arrived and we had no money to pay for it!

Now, partly this is a matter of 'cash-flow' (which makes it seem like no problem at all – except to the printer!). For some reason people think that Christmas and the New Year is a time to lash out extravagently in every direction except ATSS. However, it seems that we may also have to accept that we are trying to do a little more than we can afford. Thus this issue of SST is slightly trimmed and does not include a Briefing. Also we have had to inform members of our advisory panels that they may only claim expenses for two meetings in this academic year.

The situation is not desperate. Membership is rising at an increasing rate and income from advertising is also promising. But there are two immediate courses of action we urge on those members who want ATSS to survive –

1. *Renew immediately.* If you have received a reminder that your subscription is due for renewal, please send it off promptly (or let us know that you are not renewing and why).
2. *Recruit a new member.* Forms are not necessary but I can supply them if required. Cheques for £4 or £6 direct to Lorraine Judge, 10 Spiers Rd., Lochwinnoch, Renfrewshire, Scotland are all we need. Any way in which you can publicise ATSS will help.

It is certain that we shall have to raise the subscriptions soon but if we can continue to increase our membership it may not be necessary to ask people to pay more until 1978. Remember, an ATSS subscription is a legitimate allowance against income tax.

A-LEVEL ANTHROPOLOGY

An A level syllabus in Social Anthropology has not yet emerged but it is possible that the JMB might be interested in one if there was a demand for it. We would therefore like to hear from people who would like to see the possibility of studying Anthropology made available to students outside higher education. It would also be helpful to know of those who would be prepared to work with the Anthropology Panel on the development of such a syllabus if this should prove necessary. Please write to the convenor of the Panel, Mike Sallnow, at the Royal Anthropological Institute, 36 Craven St., London WC2N 5NG.

LANGUAGE ACROSS THE CURRICULUM

The National Association for the Teaching of English has set up what it calls a commission to study in depth chapter twelve of the Bullock Report. This is the chapter which discusses the formation of a school policy for language in all subjects, not just English. NATE has invited the co-operation of other subject associations and because social scientists have a special interest in language ATSS hopes to make a contribution to the NATE initiative. I would therefore be grateful to hear from any members who are interested in the language of social sciences in the classroom and would like to be involved in this particular development.

EDUCATION TOWARDS FREEDOM

This is the title of a book translated from the German about the work of the Waldorf schools. These schools are the realisation of the philosophy of Rudolf Steiner and the book describes how this philosophy is translated into educational practice. The book includes a brief discussion of the place of History and Sociology in secondary schools. It is available from The Lanthorn Press, Peredur, East Grinstead RH19 4NF price £7.00 plus packing and postage, or from bookshops.

PUBLIC ADMINISTRATION TEACHER

The second issue of this new publication contains useful details about Local Ombudsmen and some statistics relating to the operation of Administrative Tribunals. It is available, not from the Editor as I wrongly said in vol. 6, No. 1, but from The Politics Association, 66 Aldwickbury Cres., Harpenden, Herts. AL5 5SO.

FOOD – AN ANTHROPOLOGICAL APPROACH

The Royal Anthropological Institute has recently published a set of filmstrips with sound commentary dealing with anthropological ideas relating to food and eating habits. The filmstrips were developed at Bristol Polytechnic under the direction of Mr Richard Thorn and were inspired by the ideas of, among others, Professor Mary Douglas and Professor Edmund Leach. The approach is novel and entertaining, and it is hoped that the subject matter will be of interest to teachers of geography, social studies and home economies, as well as to those reponsible for general studies courses.

The material is in four parts.
Part 1 Everyday Eating Habits
Part 2 Eating Habits in Other Cultures

These two parts compare British eating habits with those of other peoples, and aim to show the fundamental logic which can be detected with regard to food and eating. They are suitable for lower and middle secondary pupils, though they may be used at 6th form level in conjunction with Parts 3 and 4.

Part 3 Food Groups
Part 4 Eating and Relationships

These two parts examine attitudes to food in more detail. Part 3 considers the restrictions which we place on certain categories of food. Part 4 suggests a fascinating correlation between these categories and other areas of culture. Parts 3 and 4 are rather more difficult than Parts 1 and 2, and would be suitable for 6th forms.

The price of the complete set, comprising two compact cassettes, two double frame colour filmstrips and teacher's notes, is £7.00 including VAT and postage.

Parts 1 and 2 are available as a separate pack, price £3.60 including VAT and postage.

Similarly Parts 3 and 4 are available as a separate pack, price £3.60 including VAT and postage.

Please send your orders to: Royal Anthropological Institute, 36 Craven Street, London WC2N 5NG.

RADICAL EDUCATION

I think it would generally be agreed by ATSS members that the most difficult problem faced by anyone trying to teach about society is the problem of perspective. How do you convey to students that what they take for granted about society may only be one perspective? The problem is two-fold. Not only do alternative perspectives often appear illegitimate, biased or 'politically motivated' but also students can be so soaked in the dominant perspective that they cannot treat it as an object of study. In this situation the dominant perspective is a set of unexamined assumptions which are the tools of study rather than the object of study.

Radical Education is a magazine which I have come across recently which could be useful resource material for teachers of sociology, politics and social studies, as well as having considerable intrinsic interest. It is sometimes strident in its neo-Marxist position but the articles are written with impressive clarity. Superficial in some respects, it nevertheless articulates an approach to education with which most students will not be familiar.

It is thus an excellent vehicle for demonstrating an alternative perspective. Of course, newspapers are often used to demonstrate different political perspectives but, given the fragmented nature of our social science, other areas like the family or education are often assumed implicitly to be not-political. People expect political differences, but not differences in education. Radical education shows how education can be viewed from an alternative perspective and thus the 'social' as well as the 'political' can be seen to have different faces.

Radical Education is a lively magazine, well worth looking at. Further details from 86 Eleanor Road, London E8.

NOVEMBER COUNCIL

In November the ATSS Council met in Leeds and several new faces appeared to take on some of the tasks of running ATSS. Lewis Darbyshire of Epsom & Ewell CFE is taking on the arduous job of Branch Development. Jim Beard of Oakham School, Rutland will be looking after the initiation and co-ordination of conferences. And Heather Clark becomes Sales Officer to try to increase our income from sales of publications. There is plenty of room for more people to help and I shall be happy to hear from anyone interested.

Also at the November Council we agreed that ATSS should prepare a position statement on the place of social studies in schools with a view to making our views known in the current curriculum debate. More news of this in the next issue.

SOCIAL STUDIES PROJECT

Our submission to Schools Council continues to make headway in that it has got through Round 1 in the Programme Committee. It now goes back to the Social Sciences Committee for detailed discussions. However, Schools Council finances have been severely cut so that a September 1978 start is the very earliest we can envisage if all the remaining Rounds are successful. The co-ordinator of the Project, as selected by ATSS, is Ivor Goodson who is currently working on the Environmental Education Project at the University of Sussex. Geoff Whitty is Chairman of the Co-ordinating Committee.

ATSS NEWS

This section of the journal is for any small items of information which could be of use to readers. It is produced mainly from material that is sent to me or anything I get to know about. However, there must be a great deal of useful information which does no come my way so please feel free to send me anything you think is relevant. The same is true of the Diary Dates. We make no charge for publishing in this section but we would not normally include in it straightforward commercial matter.

DIARY DATES

Feb

25/27 Eastern Europe:- New Societies and New International Actors. Dr. G. Sakwa. Bristol University. Details from Derek Smith, University of Bristol Dept. of Extra-Mural Studies, 32 Tyndall's Park Rd., Bristol BS8 1HR.

26 W.Midlands Politics and Economics Assocs. Curriculum Projects in Economics and Politics. University of Birmingham School of Education.

Mar	
5	N.Midlands ATSS. Teaching the Family. Clarendon CFE, Nottingham 10—1.
26	W.Midlands ATSS. Socialisation. Univ. of Birmingham School of Education. 10.00.
28/ Apr. 1	British Sociological Association. Annual Conference. Power and the State. Details from BSA, 13 Endsleigh St., London WC1 0DJ.
12/16	ATSS Easter Course. Social Studies and Humanities in Schools, Loughborough College of Education.
15/18	Economics Association. Annual National Economics Teaching Course. Neville's Cross College of Education, University of Durham. Details from Economics Assoc., Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.
May	
14	W.Midlands ATSS. Social Science and Humanities. Univ. of Birmingham School of Education. 10.00.
20	Pressure Groups and British Politics. Dr. A.W. Wright. Birmingham University. Details from Dept. of Extra-Mural Studies, Univ. of Birmingham, P.O. Box 363, Edgbaston, Birmingham B15 2TT.
Sept.	
15/18	ATSS Annual Conference. Leeds Polytechnic.

TEACHING POLITICS. Vol.5, No.3. Sept. 1976

In his editorial for this issue, Derek Heater appeals for more contributions offering help and advice on the everyday classroom situation. From this point of view this issue of Teaching Politics is perhaps somewhat arid but, as in most issues, the main articles are interesting. Hugh Berrington writes on Personality Studies and Politics and David Ennals on New Relationships in the United Nations. But perhaps the most important article is in the form of a critique of the Programme for Political Education by Pat and John White. While they are basically in sympathy with the project as a whole, they subject it to fairly rigorous criticism both at the level of fundamental assumptions as well as more specific issues.

Most of the trouble they feel stems from a failure to work out in sufficient depth the aims of the project. While this seems to me to be probably true it must also be said that any lengthy discussion of aims could well have sabotaged the enterprise from the outset. The aims of political education must themselves be intensely political so that it is safer to identify apparently value-free notions like political literacy and procedural values rather than be too specific on why you want to do this at all. It is perhaps unfair to suggest that it is rather like elaborating the rules of the game before deciding what the object of the game is.

RAIN. No.16. Oct. 1976

The initials stand for Royal Anthropological Institute News which is published six times a year in the form of a 12-page broadsheet. There are regular film and book reviews and lively correspondence from issue to issue arising out of these reviews and other matter. In this issue Colin Turnbull responds to Mike Sallnow's review of Peter Brook's production of The Ik which was based on Turnbull's book The Mountain People, a book which I find forces my students to think very hard indeed about the whole concept of society. There is also a stylish report of a recent conference on Race and Ethnicity in Britain by Jonathan Benthall. RAIN is available from the RAI, 36 Craven St., London WC2N 5NG.

PSYCHOLOGY TEACHING. Vol.4, No.2. Nov. 1976

This is the Bulletin of the Association for the Teaching of Psychology. It contains a fascinating variety of articles, reports, news and an extensive reviews section. There is a long report on a recent conference on A-level Psychology teaching run by ATP and some comments on Psychology at CSE level in general and the CEE in Psychology established recently by the N.W.Regional Exams Board in particular by the Chief Examiner of the latter. There are also bibliographies of Firsthand Accounts of Coping with an ill, Handicapped or Deviant Child (it does not include a discussion of the rationale for lumping these three categories together) and of feature films for teaching Psychology. This last has considerable relevance for social science and social studies generally.

The Bulletin also contains one of those rare, and therefore welcome, articles on school staffrooms. The basic concepts used in this social psychological study are integration and differentiation but in the end the article does not get very far. The author seems to imply that teachers are a right bolshy lot when it comes to being researched — I would say that they were a right bolshy lot anyway. Psychology Teaching seems to be available from David Rose, Dept. of Psychology, Goldsmiths College, New Cross, London SE14 6NW.

Pat Lawes, ATSS rep. on the Schools Council History Committee, writes:

The History Committee has about 20 members. These include teachers from Primary and Middle Schools, Heads of History Departments, Headmasters, representatives of Higher and Further Education, Advisers for History and Social Studies and History and Geography, members of the Inspectorate, and representatives from the ATSS and the NUT. This provides a wide range of interests and covers History at all age-levels.

The Committee deals with a large number of subjects under the general heading of 'History'. Because of the overlap which can occur between 'History' and 'Social Sciences', joint scrutiny exercises are held in Economic History at A-level. This is in addition to the normal work of the History A-level Examinations sub-committee which not only scrutinises the examination and marking of existing syllabi (including scripts of examination candidates), but also comments on proposed new syllabi at A-level. The History Committee also considers the relevance of other types of modes of examination and recently recommended the adoption of the CEE examination.

The Committee is particularly concerned with curriculum development and the aims and objectives of History teaching. It therefore monitors projects such as the 'Integrated History of England and Wales' and the role of the computer in the Curriculum in general and the teaching of History in particular. Proposed projects are brought before the Committee for evaluation. The Schools Council History 13–16 Project which was first introduced into trial schools in 1972 is now being used by an increasing number of schools. An interim report has been circulated to members of the Committee by the evaluator, and a shortened version should be generally available some time in the future. An article about the History 13–16 Project by the director, Mr. A. Boddington, appeared in the Autumn 1976 issue of 'Dialogue'. I would be happy to hear from any members on matters concerning overlap between history and social studies or courses in which the two subjects are combined. Please contact me at West Park High School, Spen Lane, Leeds LS16 5BE.

David Davies, editor of the proposed 'Ideas Exchange', writes:
The next edition of 'The Social Science Teacher' will contain a new section called an "Ideas Exchange". It will consist of ideas for classroom use for the social science teacher.

The ideas themselves need not necessarily be new; tried and tested ideas also need discriminating among colleagues. Given ideas which have failed in practice or are still far from perfected in a teaching context can be useful to someone else. The point is, that practising social science teachers themselves should be able to publish short accounts of strategies, methods, techniques which they have used or are currently developing.

In order to facilitate the exchange perhaps the following points might serve as a tentative set of guide lines for contributions:–

- Length: up to 400 words (approx.)
- Level: age range or group, ability level
- Specification of subject area or discipline area
- Conceptual content – methodologies used
- Problems encountered, techniques adopted
- Name of school/college of the person submitting the idea.

The complete range of social science studies should be included. Emerging areas such as media studies, social work teaching, and community education will be covered. Hopefully some ideas will be useful in a number of contexts.

Please send contributions to:

Dave Davies, Sociology Section
Bulmershe College of Higher Education
Woodlands Ave., Woodley, Reading.

SOCIETY TODAY

Last autumn IPC Magazines launched their Society Today for social science students. Members of ATSS at Grantham CFE complained to IPC that by only making it available on a minimum of ten copies teachers were being blackmailed into acting as unpaid canvassers for IPC. Teachers could hardly refuse to order it but they ran some risk then of not being able to collect money from students. Either way they were in an embarrassing position. ATSS was asked to make representations to IPC and the ensuing correspondence is printed below for the information of all members.

Association for the Teaching of the Social Sciences

19 Mandeville Gardens,
Walsall WS1 3AT
October 18th 1976

The Editor,
Society Today,
IPC Magazines,
Kings Reach Tower,
London SW1.

Dear Sir,
We have received a letter from Grantham College of Further Education in which ATSS is asked to advise it's members not to buy Society Today until the subscription scheme is changed. My Executive have discussed the matter and I am instructed to write to you in the following terms.

The Executive Committee of ATSS supports the representations made to you regarding the terms of sale of Society Today by staff at Grantham College of Further Education. We note, however, that recent publicity for the first time makes individual subscriptions possible and we welcome this.

Nevertheless, an individual subscription costs a substantial amount payable in advance and will therefore be beyond the reach of most students. This still leaves teachers therefore in a potentially embarrassing position.

In these circumstances we should be glad if you would consider making Society Today available in the normal way through newsagents. This would ease the position for teachers and might even lead, in the case of some students, to a regular order for New Society.

We await your reply before considering the matter further.

Yours faithfully,

C.H. Brown,
Hon. Sec.

C.H. Brown, Esq., Hon. Sec.,
19 Mandeville Gardens, Walsall WS1 3AT.
21st October, 1976

Dear Mr. Brown,
Thank you for your letter, which came to me direct. I am General Editor; the actual Editor of Society Today is Patricia Holland. But I have consulted both her and our Publisher before replying. I think that this therefore is as full a reply as we can make it.

Naturally, from the point of view of New Society's own reputation, I would want only the fairest possible terms to be offered.

The general situation is this:

It is obviously crucial to keep the cost of this new resource as low as possible, for the kind of reason that you yourself outline. We would ideally have liked to get the cost even lower. But with print and paper costs, and allowing for editing work, graphic work, and reproduction fees, this was impossible. Even now we reckon to do no more than, at best, break even in our first year of operation. But we think this is a worthwhile investment, to the benefit of students.

We have experience of mailing direct because of the existing schools scheme, under which issues of New Society, New Scientist and the Geographical Magazine can be got at a special students' rate. Our system for distributing Society Today springs directly from this.

If we put on to news-stalls, the wholesale and retail handling costs would kill the publication stone-dead. (At least, at present. It is too early to consider the medium-term future). Nor would it be as effective a way of drawing it to the attention of its potential audience. Believe me, I get sufficiently frustrated by our difficulties in getting even New Society, after 14 years' existence, into newsagents.

Again, the advantage, not to us but to students or schools, is that a single order in advance, ideally on a group basis, allows us to keep down the costs of not only distribution but also of invoicing, etc.

As you say, there are *also* individual subscriptions, for those who would prefer this. We felt we should, in fairness, offer this service. But – to put our cards on the table – we *hope* that, by and large, advantage is taken of the group scheme. Otherwise, there is a rise in handling costs, and an increased pressure for a future price rise.

As regards the situation of teachers who feel they are, in some way, being "put under pressure" to "sell" to students, I would like to think that most will be able to handle this professionally and *without* embarrassment. Our experience so far is that this is possible. We have not only the experience of our existing schools schemes, but also some of the Society Today scheme. One teacher, for example, quite deliberately, made an "off hand" approach; saying, in effect, "There it is. It's up to you. It does cost a fair amount. I'm not all that keen to do the 'handling' of it. Just make up your own minds". After seeing the sample copy, 30 of the students place orders!

We have, in fact, found that the orders placed for the first issue have exceeded our forecasts, with over 5,000 copies sold, and nearly 300 schools or colleges involved already. We have increased the print-run for issue No. 2.

Of course, in "easier" days one would have hoped that LEAs themselves could have helped towards purchase costs. Perhaps, in individual LEAs, your members could suggest this. But unfortunately, this is often not likely to be feasible.

I hope I have spelled this out fully enough to show that we have gone about this as best we can, and to indicate that quite a number of students and schools are already finding this of service.

Obviously, it is for individual institutions, teachers or students to decide whether they do in fact want to make use of this resource. I hope they will. It has the inevitable shortcomings of any new venture, but I am confident that it will get even better as it goes along.

I would be happy for you to make what I've written here available to any of your members. Perhaps it would clarify things if, for example, you were to run this letter in your journal? We are glad to be carrying your piece about the ATSS in No. 3 of Society Today.

You mention the question of your possibly advising your members "not to buy Society Today until the subscription scheme is changed." I trust I have now made it clear *why* the scheme is the way it is.

I look forward to the magazine being of continued use to teachers and students of the social sciences.

Yours sincerely,
Paul Barker,
Editor, NEW SOCIETY.

Association for the Teaching of the Social Sciences

19 Mandeville Gardens,
Walsall WS1 3AT.
November 10th 1976

Paul Barker, Esq.,
General Editor, Society Today,
King's Reach Tower, London SE1.

Dear Mr. Barker,
Thank you for your letter of October 21st in which you set out the position regarding the terms of sale of Society Today.

My Executive have now discussed this and it seems to us that no further action is needed on our part. We shall, however, be glad to publish our correspondence in the February edition of our journal; unfortunately it is too late for the December issue. This should make it clear to those of our members who are concerned exactly what the situation is.

Yours sincerely, C.H. Brown,
Hon. Sec.

CORRESPONDENCE

35 Huntley Avenue,
Spondon, Derby.

Dear Editors,

I have had a bit of a shock at College in the last couple of weeks. College needs to cut subjects and courses in order to reduce the number of O and A level students entering college and transfer resources to part-time education; of course, vocational subjects get precedence over academic subjects. Guess what they pick on?! O level Sociology is virtually removed from common O level time-table of twenty-four subjects and classified as a non-essential subject. I go to Principal. Argue with him for an hour. Do a quick tour of the college to gauge public opinion and find an amazing level of prejudice against sociology as a subject — "easy option", "Taking away good students who could be studying useful subjects like sciences" etc. etc.

Having made a fuss the sociology classes are now reinstated but the whole incident made me think.

1. My college is a large one. 250 staff. 60 hours of sociology on the timetable every week. 200 O level candidates. This makes sociology the third largest full-time subject in the college. If this can happen in my college what will happen to people in weaker situations and poor so-and-so's in schools!
2. It seems to me that subjects like sociology provide a convenient scapegoat for all sorts of educational and social problems. In a situation of shrinking resources people will turn on it if we are not careful. ATSS ought to be doing something about this.
3. What I now realise I am going to have to do in my college is to provide a rationale for why sociology ought to be taught. In this way perhaps future arguments will be grounded in facts rather than prejudices. Where does ATSS fit into this?

What I am going to do is to produce a document for my college on educational and vocational reasons for studying sociology, i.e. what jobs are available, careers, higher education courses etc. This will at least answer some of the criticisms of my colleagues. But I must admit I am completely ignorant of these facts myself apart from HE opportunities. What professions accept sociology? Is it true some do not? Is it true that some universities look down on sociology as an easy option? These sorts of arguments will increasingly be raised in the future. But to counter them is a big job and I start from a position of ignorance.

Now tell me — am I being oversensitive? Is this firsts signs of paranoia? But also, I repeat, where does ATSS fit into this.

Yours sincerely,
Mick Bailey,
Lecturer in Sociology, Derby CFE.

A Student's View of a Social Science Course

Dear Editors,

I have recently completed two years of a four year Bachelor of Education (Hons.) degree at a college of higher education where a third of my timetable has been devoted to a study of 'Education and Society' — a course based on the discipline of sociology. The degree is validated by the C.N.A.A., is modular in construction and leads to a professional degree for teaching. During each of the first two years of the course students are required to complete nine units of study, six of these being equally divided between two main courses which form the core of personal higher education and to which the remaining units are related; years 3 and 4 are concerned with professional and advanced personal studies.

I feel that my experience as a student following an intensive social science course has given me an interesting insight into the special sense of responsibility which needs to be exercised by the social science teacher towards his students.

During the past two years the direct relationship between the dedication and commitment of the tutor and the quality of the material taught, and between the tutor's concern for the student as an individual and the progress and developing interest of the student, has become obvious to me — this regardless of the discipline — but in addition to this responsibility to his profession, the social science teacher leads his students to a critical understanding of society by sharing and exploring ideas which can have repercussions, and indeed, a direct impact on the student's world vision.

The course I have followed has necessarily concentrated on the sociology of education, but the perspective encouraged has been that of a dynamic system capable of modification and change through the application of critical reason by those individuals most actively involved in it. Because we considered the education system as being one with no fixed or stable framework, because we have come to recognise that all societal systems are inextricably woven together, our perspective and course of study has been broadened to include the application of the theories of society and sociological concepts to other systems. The problems discovered and confronted in the educational system are seen as symptomatic of the wider society, a reflection of the pervading power relationships of a class society where the values enshrined as being necessary and worthwhile, contributory factors in any definition of humanness, are rooted in and seek to protect present economic and political relationships.

This understanding leads to a questioning of the established order of things and this, initially, was to me the most disturbing aspect of my social science course. I was (rather reluctantly) led to a state of constant reappraisal of values I had held to be unchangeable and sacred; I began to look critically at institutions which had produced me and coloured my relationships. I eventually began to formulate a structure on which to pin this new understanding, a philosophy which lacks the chimeric qualities of the past and is based on a scientific evaluation of life as it is.

There appears to be a direct relationship between this new awareness on my part and that between my tutors and their subject. Recognising and attempting to understand this nexus is obviously important to a potential teacher.

For the vast majority, education is seen as a phenomenon imposed from outside, to be composed of a vast body of knowledge which it is necessary to gain for instrumental reasons but is totally divorced from their own understanding of what is real; that this knowledge is gained by a loss if some of their own essential nature has implications for the quality of society as a whole and, perhaps more importantly, on the societal definition of what man should be. In order to overcome the division between knowledge and reality there must be recognition by teacher and student that "knowledge" is a social construct deeply rooted in an underpinning the value system of the total society. By confronting the problem and by defining it as such, the way is opened for the critical application of alternative ideas which recognise the value of the whole of man's experience, and that in order to be real and meaningful to him "knowledge" must take on subjective dimensions.

This brings me back to the relationship between teacher, student and subject and suggests the necessity of a total and subjective involvement by teachers who have developed the consciousness that education is an integral part of their own lives rather than a commodity to be acquired or rejected, only if this is so can they hope to offer their students a wider, meaningful vision of life and learning, only if this is so can the social science teacher lead his students to a deeper understanding of their society, of the real alternatives which man is capable of achieving, to the positive part they can play in man's and society's development. This presupposes the understanding that education is dependent on mutual respect between teacher and student, that social relationships are a positive contributory factor in the development within the pupil of a personal relationship with his learning. The process of education is thus seen as a very positive form of human interaction rather than an imposed system of learning which serves purposes external to the pupil.

It must be open to question whether or not a course such as ours can present and encourage the depth and grasp of sociological theory found in the traditional degree – the range of study is obviously limited because of other subject commitments – but to me it has been the most worthwhile part of my degree, exercising a pervasive influence on the remainder of my course. It has been intellectually stimulating and rewarding, an area of learning which has added positively to my life.

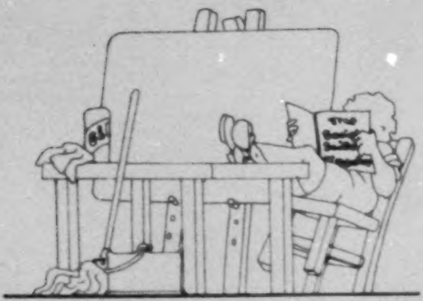
Maureen Clark,
Bulmershe College of Higher Education,
Reading,
Berkshire.

VIEWPOINT *(Continued from page one)*

far can serious alternatives to dominant capitalist interests be presented within the school and what are the likely consequences for the professional position of the critical social science teacher? Will emerging social science disciplines with a critical perspective such as media studies be suppressed? This is not the place to attempt an answer to these questions but *The Social Science Teacher* could do the profession a great service by initiating a debate on pedagogy and politics. Genuine tolerance must begin by condemning the repressive actions of the broadcasting authorities.

NB. Although the Viewpoint series will not be broadcast it is available on VCR cassettes and copies can be obtained and legitimately used for teaching in schools. The series is produced by Thames Television, 306 Euston Road, London NW1 3BB to whom enquiries should be sent. *Screen Education (Summer 1976. No.19)* on the Viewpoint controversy is available for 50p from the Society for Education in Film and Television, 29 Old Compton Street, London 1V 5PL.

David Davies
Bulmershe College of Higher Education
Reading, Berkshire.



ARTICLES

POLITICAL EDUCATION FOR THE NINE TO THIRTEENS? AN EXPERIMENT

By John Riches.
Headteacher: Emmanuel Church Middle School, Northampton.

Throughout my adult like I have been a political activist and a great advocate of our democratic society. Yet my experience, particularly "on the knocker" at elections has disturbed me greatly and has indicated that a majority of my fellow countrymen have little understanding of the organisation and institutions of our democratic society and are apolitical to the extreme. As a result my thoughts led me to suggest that if one presumes that democracy is a good think, perhaps our educational system has a duty to indoctrinate children with the values of democracy. ie. To give a presentation of an argument to assure a favourable outcome for a pre-determined point of view.

If I was to personally test the validity of my assumptions I would have to do it with the only children available to me — my class of ten and eleven year olds. Was I setting myself an impossible task? I decided to undertake a preliminary investigation to attempt to ascertain the feasibility of my proposals.

As a class teacher at the time, I felt certain from discussion at "Newstime", that some of the more intelligent children in my class had a good understanding of many aspects of our political society and had sufficient maturity to understand the reasoning behind our democratic values and procedures. More formal investigation of the literature provided ample evidence to suggest that younger children can, and do, absorb politically relevant information and develop politically relevant attitudes in their early years.

C.J. Margerison (1) described a learning experiment to test children's understanding and development and concluded that:

> "Children have the ability to discuss social and economic problems at the age of nine and ten years," although he remarked that the children's experience often outstripped their vocabulary."

Easton and Hess's (2) investigations led to the assertion that

> "The truly formative years of a maturing member of a political system would seem to be the years between three and thirteen."

Elia Zurick in a survey in Britain (3) showed very conclusively that twelve years old children from a 'superior' Preparatory School, with a high expectancy of entering one of the top Public Schools and subsequent involvement in public life had infinitely greater political realism than a sample of sixteen years old children from Comprehensive, Modern, Grammar and 'Ordinary' Public Schools. She attributed this to experience of the world and the quality of education for democracy received by the respective groups of children.

Having convinced myself that my proposal was feasible I set out, bearing Piaget in mind, to design a series of lessons which would transmit democratic values to children by means of concrete experience at a stage in their cognitive development when there was a possibility of influencing the formation of their concepts concerning democracy. Taking courage from Jerome K. Bruner's premise that "any subject can be taught in an intellectually honest way at any stage of development," I set about my task.

My design aims were:

1. To assist the conceptualisation in the child's mind of the values of a democracy.
2. To anable him to have concrete experiences of democratic processes.
3. To help him to understand to some extent the problems and tasks of Government.
4. To help him to make rational assessments of the declared objectives of pressure groups including political parties.

In addition to these aims I set myself three major restrictions. Firstly, the lessons must be non-partisan. Secondly, even if the lessons failed to achieve their stated aims, they must have validity and value in other areas of the curriculum. And thirdly they must be suitable for use by teachers not particularly interested in politics.

What follows is an account of one of a number of lesson series I have designed and used with various classes between the ages of nine and thirteen. The lessons assume that the teacher is a classteacher capable of devoting a considerable period of time to the lesson. They would be unsuitable for use with a Secondary School specialist timetable.

In the first lesson, through the medium of discussion, improvised drama, written and artistic work, I asked the children to imagine that they were as a class on a liner en-route for Australia, when the ship struck an uncharted coral reef in the midst of a violent tropical storm. Their teachers and crew were lost and they were cast alone on the shores of a beautiful island. This lesson sets the scene and helps them to let their hair down, and adopt their desert island roles.

The second lesson asks the children to examine what their needs would be on an island and illustrates the necessity for social organisation if they are to survive.

The third lesson brings the conflict inherent in a democratic society to the fore and by means of the teacher setting up conflicting arguments the children are asked to ensure that a decision is made despite these conflicting points of view. Perhaps at this stage it is worth setting down a lesson plan in its entirety to enable the reader to have a clearer understanding of the proposals.

Lesson 4. "The Need for Decision"

Objectives.

1. To get the children to formulate and listen to two sides of an argument, and to
2. Make a decision as to a future course of action.

Scene. The children have been on the island a week now. They have noticed some aircraft flying over the island and they assume that this is part of the rescue operation find all the people missing from the ship. Some of the children lit a large bonfire on the top of the island's big hill; but to no avail.

Suggested teaching strategy.

1. Prior to the lesson the teacher should brief two of the children to pose a problem.
   Child 1. "Hey. This morning Child 2 took the saw I brought from the sinking ship and cut up the wood for the fire. Now I don't mind him borrowing it, but he really ought to ask my permission first. It's my saw! I brought it from the ship. It belongs to me."
   Child 2. "Yes. I did borrow the saw. But why should I ask permission to borrow it? Surely everything we brought from the ship belongs to us all?"
2. The teacher should ask the children how they intend to resolve this problem. They will have to think of good reasons why the things brought from the ship should be the property of the entire group, or remain the possessions of individuals.
3. After discussion ask the children to vote on the matter to decide the issue, and make a new "law" which will be recorded in their law scrapbooks.

This lesson really makes the children realise that conflicting opinions must be contained within a system of decision making if life on the island is not to degenerate into disarray.

The subsequent lessons, still through the medium of improvised drama, discussion, written and artistic work; the point is put to the children that if they are goung to spend so much time arguing about how they are to organise themselves on their desert island, none of the essential tasks are going to be undertaken to ensure that the basic needs are met. Hence the idea of delegating decision making to a "government" is introduced; but one which is still answerable to the "people" for its actions.

The conflicting views of various groups of people on the island allows the concept of political parties to be introduced where one group "The Go Party" advocates the construction of an enormous raft to take the children back to civilisation; whilst the "Stay Party" advocates that as life on the island is so pleasant resources should be organised to make a long stay as comfortable as possible.

Subsequent lessons revolve around how a fair election can be undertaken and implemented. The final set lesson deals with the introduction of the concept of Justice where all are deemed innocent until proved guilty in a court of law.

Obviously I have only given a synopsis of the salient point of these lessons and I fully realise that I have not done justice to teacher participation and the way in which children are taught to organise themselves.

I have taught these lessons on a number of occasions now and on each occasion the children came to different conclusions as to the way they ought to organise themselves. Evaluations of the success or failure of the lessons were attempted but lack of a control group made the results purely speculative. But the scrapbooks the children kept for all the work undertaken were sufficient justification in themselves for the experiment, and provided the children with a souvenir of an exciting and enjoyable exercise.

Bibliography

1. C.J. Margerison. "Learning Experiment to test children's Understanding of Political Concepts." "Teaching Politics." Volume 2. September 1972.
2. D. Easton and R. Hess. "The Child's Political World." from: "Psychology and Politics." L.N. Rieselbach and G.I. Balch.(Eds.) 1969.
3. F.I. Greenstein, W.M. Herman, Robert Stradling and Elia Zurick. "New Society." 23 October 1969.

POLITICS IN THE COMPULSORY COURSE?

By Veronica Ellis, Southwood School, Corby.

In teaching, aims must be clear, but perhaps in the teaching of politics they must be clearest. Exponents incorporating such work into a compulsory course will find that mention of the subject is likely to stop the average Staff Room conversation and then to arouse passions. In addition, parents and governors are concerned rightly with both motivation and content.

All this comes about because of mixed motives and concepts. Most teachers accept readily that many of their charges are woefully ignorant of society at large, and their responsibilities within it. Conflict arises only in the method and manner of the rectification. To teach politics is not to teach only party politics, communism or public participation, to mention only three of the bogies. This is why aims must be defined and definite. The problems are exacerbated where the pupils are of mixed ability, attending a compulsory course and under 16, rather than 'intelligent' and studying for 'A' level Political Studies.

Basic principles

In teaching politics to allcomers in the middle Secondary years the basic principle might be seen as the creation of political awareness. The sweeping nature of this statement masks the complexity of the required insights. Indeed, one might question immediately which political awareness we are to hand on! With the developing intellect, the awareness must be that of the political aspects at all levels of endeavour. Thus we might include how to solve problems, how political institutions work or how the individual carries out constitutional duties. The main theme has to be the development of skills and attitudes to permit and encourage appreciation and participation. There are those who define the subject as the study of resource allocation, and if this is the case then the system and its manipulation must be understood by the individual. Only in this way is the relevance of the governors seen by governed, to the benefit of both.

Course creation

In creating general, as against specifically examinable courses, the teacher will encounter two constraints early on. The ubiquitous timetable will raise its head first, followed closely by the spectre of course content.

The timetable constraints will vary with the establishment, but since the call for a common core curriculum is gaining in decibels, the curricular pattern is under review in most schools. Again, it may be possible to accommodate a compulsory social science structure within the existing pattern. A politics unit is assimilated easily into this.

The teacher creating the course must think through the implications of the basic aims in terms of the pupils, the school and the locality. This may lead to emphasis on the politics of participation, or government, or resources, to highlight only three of the possible openings. Such options might necessitate the development of manipulation skills, historical knowledge or economic insights. Possibly some elements of all these may be required to achieve Professor Bernard Crick's notion of political literacy.

One of my own courses takes the view that a wide variety of political experience should be brought to the notice of the younger pupil in the Secondary school. At 14 they should be able to appreciate the wider tapestry if not the individual stitches. Again, the constraint of time means that within the two year compulsory social science course there is one term devoted to the development of political themes. Taking the concept of "Power and Responsibility" the unit comprises work on:

THE NEED FOR POLITICAL STRUCTURE.
METHODS OF GOVERNMENT –
  DEMOCRACY, DICTATORSHIP.
SOLVING PROBLEMS.
LOCAL AND NATIONAL GOVERNMENT.
OVERSEAS EXAMPLES – CHINA U.S.A.
WIDER POLITICAL GROUPINGS – EUROPE.
GETTING THINGS CHANGED –
  PRESSURE GROUPS.
LAW.
THE POWER OF THE PRESS AND
  TELEVISION.
ALLOCATING RESOURCES.

All this must be presented palatably if the content is to come across from the course creator to the consumer.

Techniques

It is essential to capture the interest of a mixed ability class. The lesson fails if this is not achieved, and the course motivation falls by the wayside. Thus every weapon in the educational armoury will have its use. Games and simulation, together with audio and visual recording devices, will come into their own. A textbook, whilst it will not be followed verbatim, can be used as a source of information, along with slides, speakers and television. All of these approaches used in short sessions and interspersed throughout the course will present ideas and knowledge in a wide variety of fashions, and help to stimulate thought and promote learning.

Thus the search will be on for stimulus material. With thought, material can be manufactured easily and cheaply by a class teacher. An early investment in paper, scissors and card will yield a rich harvest if coupled with a serendipitous eye and ear. Be prepared to re-think traditional approaches! Six examples might serve to elaborate the development of some of the themes used.

1. The way we are governed

In many ways it is most difficult to convey bread-and-butter material in an inspiring fashion. In teaching and revising the working of our own system this paper puzzle is useful (Fig.1). Printed on Banda and sliced up onto line statements it can

ELECTORS

OVER 18 YEARS OLD

VOTE AT ELECTION TIME

FOR ONE CANDIDATE

USE OF SECRET BALLOT

WINNER HAS MAJORITY OF VOTES

DECLARED WINNER JOINS OTHERS

ELECTED

be handed out to pupils to be reconstituted. Here there is no clue in the shape of the paper and only knowledge will solve the problem. Use of colour can be helpful.

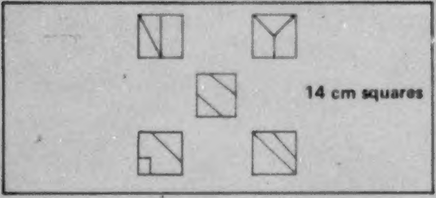
Again, the working of Parliament can be illustrated in a number of ways. Large jigsaws of the exterior picture of the Houses of Parliament and its internal configuration can be made on card and completed on a class basis. To encourage an understanding of the Commons' operation have each pupil draw a simple plan of the House. Using the most recent statistics available the teacher can call out the party results by regions. The class can show each party's "score" by sticking a graph paper square, appropriately coloured, on the correct side. The notion of Government and Opposition can then be contrasted with the layout of parliaments overseas. The physical differences between sides facing each other rather than ranged in a semi-circle tells much about ideas of party allegiance.

2. Problem solving

Those who encounter a politics course should notice early that there are different ways of making decisions, and thereby solving problems. These skills and approaches should be considered within the wider context. The most straightforward and enjoyable way of doing this is to present a class with a problem to solve. Of course, this can be done in a discursive fashion, and this might well suffice with the motivated. However, where presentation must encourage thought and reaction, the empirical approach is to be preferred.

Decide on a puzzle to be completed, a problem to be solved. Figure 2 gives the construction plan for one such, a series of squares cut up in a variety of shapes. Made of card, the pieces may be presented to a group of pupils. They are told that they are to deal with the task before them. Others in the class are to time the activity and note the methods used. Give instructions for the following approaches:

All with group (a) Every member of the group can take part, and may cooperate or not as they wish.
then group (b) A structured group with an appointed teacher, card mover and others consulted as the leader thinks fit.
then group (c) The giving situation where participants may not talk or gesticulate but only smile and give.



This simplistic approach lays the basis for developments of the concepts leading to democracy, dictatorship and utopia. All these are important notions in any politics course. Observations on the time taken and methods used are useful bases for discussion.

3. Resource allocation

In any thoughts about creating appropriate materials mention must be made of games which illustrate the differential allocation of resources. This may be framed in terms of the local authority, national government or the world scene. The decision making process can be developed as appropriate to the setting.

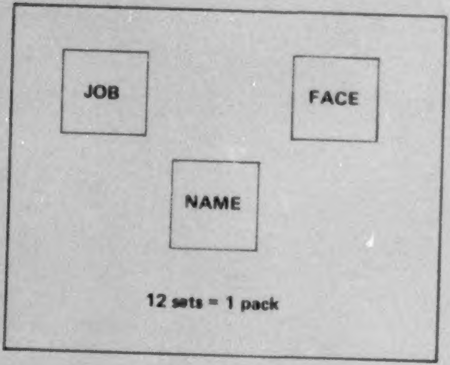
The game described here requires only six envelope files, card, paper and mathematical instruments. Allot the resources as follows:

* pieces of paper, in colour as appropriate.
FILE 1 Scissors, ruler, compass, pencil
1 black, ½ blue, 2 white paper
FILE 2 Scissors, ruler, pencil
½ black, ½ blue, 3 white paper
FILE 3 Scissors, ruler, protractor, pencil
1 green, ½ black, 2 white paper
FILE 4 Ruler, pencil
small piece of gold and 8 white paper
FILE 5 Ruler, pencil, protractor
small piece of gold, 1 red, 2 white paper
FILE 6 Ruler, pencil
small piece of purple, 8 white paper
(after Christian Aid)

The object is to manufacture coloured shapes (circles, squares, etc. to specified sizes) to the orders of the controller. Points are awarded for acceptable productions and chance elements are interjected. For a time no piece is to be received without a one centimetre square of gold paper, then only paper shapes are required. The variations are endless, in line with course requirements. The trading between groups and with the controller yields a mass of material for discussion regarding the use of scarce resources. These could be seen as rate money, the national exchequer or perhaps natural, occurring elements. The politics of their distribution is a vital concern.

4. Cards

Simple games can be devised using card. They help in that they provoke interest and through this, learning. Two of the games have proved especially valuable. Figure 3 illustrates one of these, where the theme is the recognition of political faces, names, and jobs. It is played by four pupils, each being given six cards. By swapping a card in the hand for one from the centre pile the game proceeds until the winner has two sets containing a matching photograph from a newspaper, a job and a name. Packs can be devised to revise all manner of knowledge. Useful ones are on national figures and world personalities. Teachers have to keep a vigilant eye on political changes, and a cabinet re-shuffle takes on a new dimension!



Another development of the card theme is to test the understanding of political words and ideas. The teacher simply writes on cards (10 cms. by 5 cms.) the words to be tested. Standard ones might be DEMOCRACY, DICTATORSHIP, CAPITALISM, COMMUNISM, UTOPIA, PRIME MINISTER, CABINET, etc. A second set of cards contains the definitions which are to be matched with the first. This approach has many possibilities, and games can be played on a personal or full class basis.

It requires only a little thought to develop simulations useful in a politics course. The most important consideration is confidence. With work the teacher can create an opportunity for pupils to have some idea of participation in the making of decisions. For those unfamiliar with the technique it would be sensible to consult one of the commercially produced simulations. Again card is used to give role statements.

5. Recording

Tape recordings can be a considerable stimulus but their use is sadly neglected. With courage any teacher can put together an appropriate programme of a most acceptable standard. One theme which lends itself to this treatment is the basic work on the meaning of a political structure of government. Generate random groups of four or five pupils in class and switch on the prepared tape. Approaches vary but the setting could be a desert island, the aftermath of war or the situation following a biological/environmental accident. In all cases the notion of survival in good order is paramount. The commentary can give information, instructions and guidance, leaving spaces for either recorded class participation or discussion periods.

The availability of a video cassette recorder is less likely but tied in with workcards, its usefulness is considerable again. With experimentation a teacher is able to create personally tailored programmes.

6. "Gift horses"

For the course creator with a tight budget there is a variety of free material to hand. Consult first the Central Statistical Office for their pamphlets, which can be given one of the small statistical extracts so that a familiarity with national and regional facts and figures may be fostered.

The local authority is also a happy hunting-ground for appropriate ideas. Most now publish a breakdown of rates expenditure which can be invaluable in work on a wide selection of themes. I find the educational spending an especially useful section! With the increased demand for the public voice to be heard, the local planning department will be taking soundings in many ways. With good fortune, your authority may be producing pamphlets of information calling for a response. Make use of these whenever you can!

CONCLUSION

The examples which have been described and the suggestions made have worked well with the fourteen-year olds in a compulsory course. Throughout, the motivation of introducing them to political life leads course creators to examine their teaching methods closely, in light of the task in hand. This educational catharsis can result in an interesting and valuable experience for both teacher and pupil.

The compulsory course will vary with the ethos of the teacher and the school. However, what is surely beyond doubt is the lamentable ignorance of political life on the part of many school-leavers. The task is ours to put this right.

TEACHING C.S.E. POLITICS

By Clive Harber

Much of the discussion surrounding political education at the secondary level in Britain has centred on two main questions: why politics ought to be taught and what ought to be taught in a politics course. The question of how politics should be taught has tended to be neglected. A step forward has been taken by Robert Stradling and Alex Porter in the recent Hansard Society discussion document No. 5 *'Issues and Political Problems'*. Even so this document deals with a type of 'approach' rather than the down-to-earth practicalities of providing a political education for students in the fourth and fifth year at school. Talking of curricular development in political studies, Derek Heater has written'. . . the necessary impetus will need to be provided at the grass roots level'. ('Teaching Politics', January 1976).

What follows is an attempt to provide a case study 'from the grass roots'. The politics course that will be discussed has been taught at Brune Park, a comprehensive school of 2,000 students in Gosport, Hampshire. For the past two years politics has been taught to all students in years four and five as part of a compulsory course in Social Science which also includes Economics and Sociology. After doing one third of the course on each in the fourth year students go on to do either an 'O' level in one social science in the fifth year or a Mode 3 C.S.E. comprising all three. It is hoped that by a discussion of classroom possibilities teachers either starting or already having started, a politics course at this level will gain from seeing some of the resources, and to some extent the methods and problems, encountered by others. There is not intended to be any implied claim that what follows is the 'best' course or that politics cannot be taught in other ways at this level. Indeed the approach is the opposite to that of the Hansard discussion document cited above. Whereas the discussion document prefers an approach based on problems and issues, the following course is based on political structures and organisations and deals with problems and issues as they arise in relation to those structures. The following is an outline of the Politics section of a C.S.E. course.

YEAR 4

1. The Nature of Politics.
2. Politics in complex/underdeveloped societies.
3. Dictatorship/Democracy.
4. Power and Authority.
5. Growth of the British Political System.
6. Politics by Discussion.
   a. How we are represented — the election system and alternatives.
   b. Representative institutions — parliament.
   c. How we choose — political socialisation and the floating vote.
7. Politics by force — terrorism.

YEAR 5

8. Decision making.
   a. The Cabinet and the Prime Minister.
   b. Ministers and Civil Servants.
9. Channels of political communication.
   a. Pressure groups.
   b. Political parties.
   c. Mass media and politics.

There obviously isn't room enough in an article of this size to cover all these topics and so emphasis has been laid mainly on fourth year topics. Moreover in trying to show the sort of thing that can be done it isn't possible or even useful to fill in every detail of classroom method or describe all the subtleties of technique that each individual may be able to contribute. Thus if your reaction is 'I could do it better this way' or 'there's more could be done with that', then the answer is to let the Politics Panel of the ATSS know about it.

THE NATURE OF POLITICS

Main Concepts: disagreement and diversity as the basis of politics; the need for order; freedom/law.
Content: the terms 'constitution' and 'convention'; examples of positive and negative laws.
Resources: a work sheet composed of an extract from *'Lord of the Flies'* by William Goulding and a second worksheet showing a 'normal' street scene to illustrate the impact of law on everyday life. Chapter 4 of Human Society by C. Hambling and P. Matthews has a discussion of differences between Democracy/Totalitarianism and Politics in developed/underdeveloped countries.
Method: pose a problem such as a group of pupils finding a ticket giving free admittance to the cinema for four that can be used for either of two films. How do they reach a decision? Read extract from *Lord of the Flies* which includes the section describing how a group of boys that have been marooned on a desert island decide they should have a chief who should then make rules and anybody breaking the rules should be punished. This is followed by a discussion of everyday laws that affect the students e.g. the proposal to lower the age of consent, the school leaving age, age limits on drinking, driving etc. Do laws increase or decrease our freedom? Can the government do just what it pleases?

Each worksheet has follow-up questions e.g. why did the boys need a leader, how did they choose him? Why is punishment needed if rules are broken? Students are also asked to list the sort of laws they come across in a normal day and say why these laws exist.

POWER AND AUTHORITY

Main concepts: power and authority as two types of political influence.
Content: brief outline of Weber's three types of authority and examples of different types of power.
Resources: 'Human Society' by Hambling and Matthews has a useful discussion of this in the section on politics. However it is not difficult to construct a worksheet on this using pictures of

leaders for different types of authority (e.g. Louis XIV of France as compared with Giscard d'Estaing). The second part of the worksheet concerns groups using the power they possess to influence those with authority e.g. military, trade union and religious groups.

Method: for this topic it is possible to use the relationship between student and teacher. For example, a student is asked to do something silly such as to write 'the moon is made of green cheese' on the board. The possibilities are endless and attention from the whole class is guaranteed! The student is then asked why he performed the feat that he did. Answer: because you told me to. From here it isn't far to the idea of authority being the recognisition of the right of somebody else to influence you. An illustration of the concept of power is than provided by choosing a second student, usually a girl. A scenario is created where she is threatened with death or dishonour unless she complies with the wishes of the boy used in the first example, which is to write 'the moon is made of green cheese' on the board. From here it isn't far to the idea of power being the ability to influence somebody even against their will.

Student work: questions based on Hambling and Matthews or a worksheet.

GROWTH OF THE POLITICAL SYSTEM

Main concepts: evolution/revolution; institutions and their adaptation; unitary/federal system.

Content: English Civil War; impact of industrialisation — growth of the Labour Party and rise of the welfare state; is Britain a 'unitary' state?/federalism/Scotland and Wales; how the role of the major political institutions has changed.

Resources: mainly Chapter 2 of British Government by Philip Gabriel. (Longman Social Science Studies Series 1). This is the core book for the course and has been designed with this age group in mind. It is well-produced using many charts, diagrams and pictures and the text is on the whole simple without being condescending. *'The Long Struggle'* which deals with the rise of the welfare state can be hired from BBC T.V. Enterprises, though it is quite long (50 minutes approximately) and much of it would only be suitable for the more able of this age group. There is also a Common Ground filmstrip on the development of government in Britain.

Method: after an explanation and discussion of the concepts and content of the topic, usually involving a lengthy discussion of Scottish Nationalism there is a follow-up question sheet based on the Gabriel book.

ELECTIONS

Main concepts: representation.

Content: the election campaign (manifestos, canvassing, opinion polls, deposits etc.), how our system works and possible alternatives to it.

Resources: chapter 3 of *'British Government'* by Gabriel. Two other useful booklets that can be of some help are *'Election '74'* by Philip Gabriel and Richard Cootes and *'Electoral Reform, For and Against'* by Clive Harber. These latter two are in the Longmans Social Science Studies, Series 3, which are cheaply produced booklets dealing with problems and issues 'in the air' in a way that is impossible in textbooks. (See the review in *'Teaching Politics'* January 1976). *'Election in Britain'* is a film produced in 1960 and can be hired from the Central Film Library. Though this film has a very out of date feel about it in that it views British politics through very rosy, patriotic spectacles, it manages to present most of the information on the mechanics of an election at just about the right level. Even the faults of the film, such as the 'typical' voter carefully scrutinising all the party manifestos, are useful for discussion afterwards. A rather more sophisticated film, (and a rather long one — approximately 60 minutes), is *'The Hecklers'* which can be hired from the British Film Institute. It concerns the art of heckling in the 1966 election and is suitable if an introduction and explanation is given by the teacher first.

Method: after a general discussion and run through of the main stages of an election interest can be heightened by playing *'Election Night Special'* by the Monty Python team, which portrays an entire election based on the sort of candidates that the deposit system is supposed to discourage. In order to show how an election works it is possible to have a mock election with each student voting both in the normal way and according to the alternative vote system. This way it is possible, after having given some suggestions as to why votes cast don't equal seats won in Britain, to show how using a different system might have affected the result of their mock election. By adding up the votes in a set of example constituencies it is possible to get the students to work out for themselves how variations in the size of constituencies can distort the overall result of an election. Lastly results of their mock election can provide a useful lead into the topic of political socialisation. Usually there is a fairly good correlation between the voting preferences of the students that are aware of the views of their parents and the voting habits of the parents themselves. This is dealt with in chapter 12 of *British Government* by Philip Gabriel. Both political socialisation and the floating vote are dealt with in a booklet called *'People and Politics'* by Peter Moss (Harrap, 1976). This is an extremely well-illustrated book relying on a black and white cartoon format to explain in an amusing way all the usual aspects of British politics, as well as some unusual aspects such as the role of women in politics. Unfortunately, though interesting it is slightly spoiled by the text which allows too many words and ideas to go unexplained. Otherwise it is a useful contribution to politics at this level.

PARLIAMENT

Main concepts: representation, legislation.

Content: House of Commons: organisation, law making, control of the executive, financial control, the work of an individual M.P. House of Lords: composition, functions, possibilities of reform.

Resources: chapters 6, 7, 8 and 9 of *'British Government'* by Gabriel deal with this. It is also covered fairly thoroughly in *'Government and People'* by Harvey and Harvey (Macmillan). This latter book covers most aspects of British government through the experiences of one Tom Stanton, M.P., and his family. It takes the same 'story' approach as its economics equivalent *'Producing and Spending'* by the same authors and featuring Mr. Morris. It is useful as an extra source, especially with less able students, but some fourth and fifth years might find its style a little condescending. *'British Government at Work'* (Common Ground Filmstrips) is a very useful visual aid which takes a parliament centred view of British government (and it's in colour). *'John Turner, M.P.'* is a film made in a very similar style to *'Election in Britain'* which was mentioned under elections. It covers most aspects of the activities of an M.P. and again its main advantage is in its simplicity. It can be hired from the Central Film Library. A more sophisticated film, (and hence one that doesn't necessarily go down so well), is *'Member of Parliament'* which can be hired from the BBC. This covers the day to day work of David Steel, M.P., including fighting Roxburgh, Selkirk and Peebles in the 1970 election.
Method: this is one of the areas in political education for this age group where the resources can be allowed to do much of the work. The teacher's role consists mainly of ongoing explanation and setting questions to make the students do some thinking for themselves (see for example the sort of questions asked at the end of every chapter in the Gabriel book, which tend to try to get the students to apply the conceptual and factual knowledge they have obtained). A visit to the Commons is of course very valuable, though a teacher should be able to colour the topic by reference to his or her own visits.

PRESSURE GROUPS

Main concepts: pressure, influence.
Content: role of pressure groups, types of groups, methods of persuasion and points of access in the political system.
Resources: part of chapter II in the Gabriel book deals with this, though coverage is, untypically, a little skimpy. However, letters to a variety of pressure groups can provide plenty of information, pictures etc. to put into worksheet form. Some groups, such as Oxfam, even produce a leaflet pointing out the different methods of persuasion open to it. Basic information on the T.U.C. and the C.B.I. can be obtained from the Central Office of Information. A case study of pressure groups' activity in relation to public opinion can be found in *'E.E.C. Referendum'* which is in the Longmans Social Science Studies, Series 3. *'The Demonstration'* is a film covering the Vietnam demonstration of 1968 and can be hired from the British Film Institute. With a suitable introduction this film can arouse a great deal of interest and discussion, if only because of attention being riveted on the lengthy scenes of violence at the end.
Method: starting with a local problem, either real or imaginary, such as the construction of a sewer works on a nearby field which happens to be adjacent to a housing estate, it is not difficult to widen the discussion to the role of pressure groups in general, ideally using material produced by the groups themselves. One problem with this topic is generally applicable to all political studies at this level – be very careful in the way words are used. Just as in dealing with elections it is possible to get students confused by using words like 'seat', (which could mean in the Commons), and constituency interchangeability, so the words 'interest' and 'cause' must be used carefully. Many students can end up thinking a group is an *interest* group simply because in their everyday use of the word the group is *concerned* with a problem, rather than having a mainly *protective* role which is what the political use of the word implies.

TERRORISM

Main concept: violence as a form of politics.
Content: the nature of terrorism, terrorist groups and the use of terror by the state.
Resources: this unit is based around a very good tape and filmstrip produced by EAV. It is an up-to-date filmstrip that can be used right across the ability range at this age group.
Method: work is based around discussion and questions arising from the tape and filmstrip. This usually involves asking questions as to the purpose of terrorism, the aims of certain terrorist groups and whether terrorism is ever justified.

In discussing an exam based course I have assumed that at least some money will be available to spend on course material. It is no longer true to say that resources do not exist at this level. The problem is one of choice, given the limited cash available, and one of deciding how best to use resources with people aged 14 or 15, many of whom will be experiencing their first and last helping of political education.

'O' AND 'A' LEVEL GOVERNMENT TEACHING IN FURTHER EDUCATION

By Mick McGuinness and Richard Upright,
Kirby College of Further Education, Middlesbrough

The recent debate about the value and content of political education encouraged by the Programme for Political Education, the Politics Association, etc., has come at a time when nearly all GCE boards are beginning to rethink their syllabuses or have in fact changed them. This comes when the social sciences may be under threat because of the economic situation and when there appears to be pressure for a change in educational emphasis to a more 'work orientated approach'. These pressures can be particularly felt in further education where there is no statutory reason for its existence and where 'market forces' have a much greater effect than in schools.

We intend to attempt to describe in this article the way in which we approach the teaching of government and politics at 'O' and 'A' level in a College of Further Education, the types of students we teach and the problems we have encountered. At our college we have both full-time and part-time courses at both levels but we feel a description of full-time would, in the main, merely be a repetition of an analysis of teaching in schools. The students are of similar ages, with similar motivations and aspirations, and similar experiences. Any growth in the 16 to 19 years age group is generally covered by school 6th forms (Grammar and Comprehensive and 6th Form Colleges) and may be assisted by the priorities of local government spending.

What makes further education unique is the opportunity it gives for people to continue after the normal provision through schools or to return to education after many years in industry or commerce. A situation which may be termed a 'second chance', and this opportunity provides us with different students with special problems and special needs. Some of these students come on full-time courses, but financial considerations usually restrict the numbers: grants are not generally available for GCE courses so most of them enter on part-time courses where they may be allowed day-release by their employers, or evening where they have to motivate themselves. We have therefore, decided to concentrate on the part-time students and part-time teaching, an area which still seems to grow despite swinging increases in course and examination fees, and to consider the restrictions on teaching and the motivation of students.

It may be useful at the outset to consider generally the background of such students. In every way the composition of a full-time class differs from a part-time day or evening class and the implications for any teacher, particularly in the social sciences are significant. The membership of the part-time or evening class is obviously more varied both in terms of age and academic background. It is no romantic myth that some of the most stimulating teaching is achieved as a result of this variety: the presence of a 66 year old Methodist local preacher in an 'O' level Government class largely composed of 17 year old Police Cadets produced some interesting situations. If the age range of the students is wide, so then is their academic background. Unlike the majority of full-time students, part-timers are for the most part picking up academic study after some years away from it. Not only does this clearly imply a wide range of ability, but a considerable variation in background political knowledge. This is of less significance in the teaching of 'O' level: here few assumptions can be made about the level of knowledge with which students begin the course. However at 'A' level there are problems of pitching a politics course which may easily contain union officials, local councillors and others pursuing the course merely through general interest. In these situations it is useful (as well as instructive to the lecturer) to treat the students themselves as a 'resource'. As will be shown there are hideous restrictions on time in part-time day and evening classes, but the more the valuable experiences and knowledge of students themselves can be used, the better.

These disparities in academic background and present situation can have other consequences. The more mature the student the greater is the likelihood that they will treat their partial experience as valid and objective 'fact' to be employed on all occasions. We have all taught the student whose next door neighbours disprove the whole of Butler and Stokes' research and those whose own social mobility leads them to draw sweeping and untenable conclusions. Although they may be hard to shift, this situation is probably a happier and more easily rectified one than that of the immature full-time student who will trot out the jargon in Pavlovian fashion with little or no understanding and appreciation.

The diversity of academic background has specific implications for the way in which government may be taught. Not only may it be necessary to start some students off with reading pitched below that of the course for which they have enrolled (although it is difficult to find suitable sub 'O' level material) but in every class some time must be given to the basic questions of how to study politics and what resources can best be used. We are treading here on questions of materials, teaching methods and student expectations, but at this juncture it is useful to point out that in the teaching of politics we are fortunate that through press and broadcasting students are confronted with resource material daily. Some may find anything more informative and thought-provoking than page three of 'The Sun' difficult to get to grips with, but it is surely a realistic hope that at the end of a year's study students are more critical and better informed on matters of day to day relevance. The mature part-time student is not easily satisfied with a complete diet of academic abstractions of limited wider relevance.

It must be noted that part-time and particularly evening classes in further education where there is not the incentive of day-release are the areas where 'consumer sovereignty' operate most fully in education. In other words, if students don't like the class, they'll leave. The reasons for this are varied and it is an area to which attention could usefully be turned in future. If the points about background discussed above are not considered by the F.E. teacher, then he or she is likely to find the drop-out rate climbing above the acceptable figure of say, 25%.

The part-time day and evening students are restricted in the time made available to them and the time they are prepared and able to give to private study. We offer all 'O' level courses at 2½ hours per week and all 'A' level courses at 3 hours per week over one academic year, about 30 weeks. Some subjects now require that the student attends for two sessions, that is a maximum of 6 hours, the latest example being the AEB Psychology 'A' level, but this has not been suggested for Government and Politics. In the three hours they are expected to cover roughly the same ground as the full-time students who have up to 7 hours per week per 'A' level and who until recently also took the subject in one academic year. A recent document issued by the Local Education Authority and passed by the full Cleveland County Council called 'Location of Courses' has established that no student on a full-time course under the age of 19 can take a one year course and must now take two years. Only 'mature' students, that is 19+ can take 'A' levels in one year, but the provision for evening and part-time day students still remains the same. This should make the disadvantage appear greater, making part-time a quarter of the general full-time provision.

In the last few years we have offered a mixture of the AEB 'O' level British Constitution (now Government and Politics), the same board's 'A' level Government and Politics, and from the JMB 'O' level Economics, Government and Commerce, and their now renamed 'A' level, Government and Politics. Flexibility before examination entry as to which syllabus would be adopted (except at 'O' level) was possible until the introduction of the AEB options for paper II, the political institutions of UK, USA, or USSR.

At 'A' level, the British option has been the most popular for students and employers sending them on day-release (especially civil service and local government), the USSR option has only been taken by full-time students, and as far as evening students are concerned the USA option has only taken off this year – impact of Presidential elections? A lack of awareness of the changes in political education is often apparent as well as a suspicion of 'alien' systems. Politics teachers see the changes as being for the better, the customers are not always so sure.

The recent syllabus changes away from the institutional approach are naturally reflected in examination questions. Two contrasting examples illustrate this. From the AEB paper I, June 1972: 'How far is it true to say that the British Constitution is unwritten?' and from the same board, paper I, June 1976: " 'The stability of British political institutions is unlikely to be seriously disturbed, for those who have the least stake in the present system are amongst the most politically docile.' Discuss with reference to Britain in the seventies." The most recent changes have occurred at 'O' level, particularly the AEB and London, and here we have found that these have worked to the advantage of the more mature student, with the greater emphasis on the working of contemporary government.

The disadvantages of time may in part be overcome by the resources that we have available, which can cut out the 'wasted time' found in some teaching. A 'chalk and talk' approach has advantages where it is necessary to establish guidelines, to do some of the ground-work, for example 'what is politics?' and political culture, when one needs to go slowly in the early stages of a course, or when looking at an institution functionally. With part-time classes, however, even providing simple notes on the board is time-consuming and it is a great advantage to issue prepared handouts, either in the form of typed noted or offset copies of articles. The ability to do this depends on the financial and office resources available.

We also concentrate on teaching through what might be called 'practical politics', for example an understanding of the conflict between the House of Lords and the Labour government over nationalisation, the relationships within the major parties, the current conflicts between government and opposition, local pressure groups and the developing devolution debate. All syllabuses are moving to a requirement that students must be seen to understand the relevance of the syllabus to what is happening about them, to show that politics is a living subject. The media, the press and television are important in this context and the value to students in reading a politically informative newspaper and being aware of its bias cannot be over emphasised. Blumer and McQuail in 'Television and Politics' show the importance of television as a source of political information and the use of video-taped recordings is of great assistance in teaching. Just because television is expected to be unbiased (note the exercise carried out when the BBC was accused by Ron Hayward of bias against the Labour Party in 1974) does not take anything away from its informative function, in fact it may enhance it.

As a resource the media generally has to be carefully approached, especially when one considers that in part-time education the students are more likely to expect to be teacher led. The expectations of students embarking on an 'O' or 'A' level government course are as varied as their backgrounds: that much is obvious. But there are considerable problems in attempting to discover what these are and consequently what bearing they have on the teaching of the subject. At the beginning of any course there is often a reticence on the part of students to talk freely about their expectations – they don't wish to appear naive or stupid – and at the end of the year when such barriers have been broken down, one is relying on the not altogether accurate recollections of their frame of mind many long weeks ago. However, it is reasonable to discuss expectations of government teaching in two broad areas: firstly of the subject itself and secondly of what the hoped-for qualification will lead to.

Generally students are unaware (as sadly are many teachers of political and sociological elements of current syllabuses and teaching approaches. They come expecting a constitutional approach and are often ill at ease with the demands that are made of them. This is particularly noticeable with those students who are returning to study after some years away from it, who may have vivid memories of secondary school 'civics' or old style British Constitution. This situation cannot be ignored, and in planning a scheme of work from the skeleton of a syllabus many teachers find it better to start the course with the more 'constitutional' for instance by starting the AEB Government and Political syllabus with the political institutions of paper II. This order may also make sense on general educational grounds. It is probably easier to train students in the conventions of academic work by beginning with those areas where their individual attitudes and prejudices have less scope. If this sounds like a recipe for solid academic conservatism, it is not meant to: it is simply a reaction to widespread expectations among evening and part-time students.

It is also noticeable that employers and training officers have similar expectations of what is involved in the study of government. 'O' level is a strongly recommended subject for Police Cadets and the clear implication is that the Constabulary expect some academic supplement to 'Moriarty's Police Law' to be the order of the day. For those Sergeants and Constables beginning or contemplating part-time LLB work, 'A' level Government and Politics is deemed to be necessary. Again the assumption that the subject is an easy introduction to that area is clear, though 'the judiciary' has never formed an integral part of 'A' level teaching at this College.

These instrumental expectations on the part of both students and employers are not confined to the police force. Civil Service and Local Government day-release students provided, before public expenditure restrictions, the core of part-time day 'A' level students of government. In these cases the expectations of relevance are probably more valid and the benefits of a wider look at the political system and political behaviour more in tune with what the students and their employers hope for from the subject. It is interesting to speculate on what the implications for government teaching are from the seemingly widespread demands at national level for 'relevance' in teaching.

Expectations of 'O' and 'A' level government are not of course solely conditioned by previous acquaintance with the subject or training officers' advice. Many students enroll as the result of previous study of say, Sociology and History. They tend to expect from the subject simply a 'filling in' of those areas which they have already encountered. The student who believes that Commonscommittees can be explaing solely by Weber on power, or 1974 voting behaviour by the 1832 Reform Act are not totally unknown. This highlights what is obvious to any teacher of Government: that the subject is weakened (and in other ways strengthened) by the lack of a consistent academic approach and methodology. Of all the social sciences taught at this level, Government is the least consistent, drawing on more areas and methods of study.

There are a significant, though perhaps declining number of students pursuing the subject through 'general interest'. It is worth noting that with these students the encouragement to do so has often been a strong political commitment or political involvement. Their expectations are likely to be less well formed: anything which increases their awareness of the political system and current issues is likely to serve their purpose. As has been suggested earlier, such students are an asset to any class: when one of the aims of the subject must surely be to instill a greater political awareness anyone who brings experience or opinions to class discussion is to be encouraged.

In this context a mention of bias in the teaching of politics at this level is relevant. Students may realistically expect that their opinions will be respected (at least on the formal surface!) but to expect a year of fence-sitting by their teacher is, as far as the writers of this article are concerned anyway, totally unrealistic. We all have opinions, we ought all to be able to share them. The fact that the teacher is prepared to voice subjective opinions may come as a shock to those adults reared on 'objectivity' in teaching. But the job of any Government teacher at any level is about more than getting students through exams. To treat an 'O' or 'A' level class as a collection of political eunuchs (though they may be) is fatal: for those who see the course as instrumental and also for those who arrive with no deep-seated ideas, the wider boundaries of political education are useful and necessary territories to explore.

These instrumental expectations are also seen in students who see the 'O' or 'A' level as leading to some higher course or better job, not necessarily with central or local government or the agencies of law enforcement. Here, as in every other subject the teacher cannot assume that the class share his or her enthusiasm for the subject or like him will regard a party political broadcast as the highlight of an evening's television programmes. However, current political events are likely to provide a spur. It must be taken as a measure of success when a student becomes more enthusiastic than the teacher about the progress of a particular political happening, for example the 1976 Presidential Election.

The motivation of Government students is clearly linked to their expectations. One must not despise the girls from the Inland Revenue who see their day in College as a 'day off' rather one must use it. Similarly it is a mistake to envisage such an abstract concept as motivation as something which is static and that the bored student in September is likely to be just as disinterested come July. The varieties of approach already mentioned are significant here: the student who finds his or her expectations are not fully realised may discover reserves not previously tapped. Motivation is commonly external to the subject itself: a better job, the higher qualification. In this one area the part-timer or evening student has an advantage over the full-timer, for giving up free time for study is a likely indication of strong motivation. For these students the strongest factor which will build on this commitment is, as with every other subject, a confidence in the teaching that is being given. It is worth noting here the point made by Jennifer Rogers in that excellent study 'Adults Learning' (Penguin Education) that people returning to education are likely to have some unhappy memories of the classroom, and that teaching methods and materials are likely to have changed since they last sat at a desk. Therefore a belief that the course is going to get them somewhere is probably the best guarantee of continued attendance.

Clearly the FE College is not immune from outside factors. The career structures of jobs most closely associated with government qualifications are in a relatively sorry state at the moment and the fact that higher qualifications may remain unrewarded has an adverse effect on motivation and indeed enrolment figures. There may be a useful side effect to the teaching of Government here. Particularly in the new AEB 'O' level syllabus, the relationship of the economy to political decisions requires attention. Through this it can be shown that the lack of promotion or employment itself is not necessarily the student's fault.

The vocational motive is probably the strongest among part-time and evening students. This is not to ignore what have been termed 'captive wives' except that for them any class with a relaxed social atmosphere is likely to fulfil their needs. The wider problems here is again a general one: the most 'captive' of wives are by definition unlikely to set foot inside an FE College or Adult Education establishment.

As we have suggested earlier, recent changes in the syllabuses available have assisted the motivation of the students. The impression is that the move away from institutions as the sole area of study attracts a wider range of students with perhaps stronger motivation. The opportunity to open up some of the fascinations of American or Russian politics at 'A' level is important, although many may feel, unjustifiably, that such a study is likely to be beyond them. Here again the questions of confidence is seen as essential in maintaining the initial motivation and enthusiasm.

Many students may not know what their true motivations are and all motivations and expectations are mixed. In the teaching of Government with its variety of topics and possible teaching approaches there is perhaps a unique opportunity in FE to capitalise on these through the available 'O' and 'A' level syllabuses. It should also be stressed that whilst it is necessary to recognise the diversity within each class and the many unrealistic expectations which may be floating around, there can be no need to pander unnecessarily to these or indeed regard them as fixed and immutable.

Variety and diversity are the characteristi of Government and Politics teaching in Furthe Education and they provide both its problems an its fascinations. And perhaps the biggest advantag of teaching adults is that you can always tak them round to the pub afterwards!

RESEARCHING POLITICAL EDUCATION – THE WORK OF THE POLITICAL EDUCATION RESEARCH UNIT, AT THE UNIVERSITY OF YORK

by Garth Allen

1 Introduction

The Political Education Research Unit is located in the Department of Education at the University of York. It was established in 1974 as part of the "Programme for Political Education", a project funded by the Nuffield Foundation, and directed by Professor Bernard Crick and Professor Ian Lister. From October 1976, the Unit has a Director, Ian Lister, three research staff and one secretary.

2 Aims of the Unit

The central aim of the Unit is to study the political learning of young adults (in the 13 to 19 age range) in schools and colleges. In particular, the Unit has

(a) attempted to delineate the various aspects of political literacy, and to discover appropriate means of assessment of political learning

(b) attempted to identify the possibilities, problem areas, and limitations of formal programme of political education available on an open access basis to students in six case study institutions.

In addition, the Unit was designed to create a collection of tests for assessing political learning; build up a documentation service; run seminars and workshops for teachers; and to enable staff to give lectures and seminars on in-service courses.

3 The Research Framework

The basis of the research design is the case study. Case studies of six schools and colleges are being built up using a balance of techniques drawn from the psychometric tradition of educational research and from interactionist approaches. An outline of the research design is given in Fig. 1.

4 Unit relationships with case study institutions

The institutions were chosen on the following basis:

(a) that there existed an explicit programme of political education to be studied;

(b) that working conditions were offered in which the research team would have fair access to staff, students, and the teaching/learning programme;

(c) that key staff in the institution were as critically sympathetic to our work as we were to theirs;

(d) that there was a good likelihood that the work would be able to continue on a regular basis for the duration of the project;

(e) that a variety of institutions were represented;

(f) that the institutions were to be nationally distributed.

PROGRAMME FOR POLITICAL EDUCATION, 1974 –
Political Education Research Unit, University of York
Research Framework

Aims 1. To produce indicators of political literacy
2. To produce case-studies of good practice
3. To identify the possibilities, problem-areas, and limitations of political education programmes in schools.

This involves work with 6 case-study institutions spread across the country, focusing on:

teachers and students creating PROFILE DATA
using
questionnaires (structured and open-ended)
interviews (structured and open-ended)
group discussion

classroom situations creating PROCESS DATA
using
"live" observation using a schedule
video and audio recordings
interviews with students and teachers

performance testing creating PRODUCT DATA
using
pencil and paper tests
photographic audio, and video-based tests

And including some element of
CONTEXT STUDIES
a) how political education relates to the school programme
b) how the students relate to the school
c) how the school relates to the locality

Fig. 1

Application of these criteria in negotiations with schools and colleges resulted in six case study institutions: three comprehensive schools (in Yorkshire, Lincolnshire and Northamptonshire), one technical college (in Yorkshire), a grammar school (in Nottinghamshire) and a sixth form college (in Hampshire).

The Unit is not directly concerned with courses such as 'O' and 'A' level Government, or Civics, but is interested in the political education component in programmes aimed at majorities of students (for example, fourth year social studies, and sixth form general education).

Our work with these institutions includes the following activities:

- (i) questionnaire distribution, and carrying out interviews with teachers and students to elicit their ideas about political education, their political education programmes, their political outlook, and (with selected students) to follow up some test responses;
- (ii) test distribution, largely pencil and paper tests designed to assess information levels and conceptual understanding of political issues;
- (iii) lesson observation, using an observation schedule. The schedule is designed to collect examples of certain aspects of lessons, aspects which the Unit hypothesises are significant dimensions of any potentially successful political education lesson;
- (iv) using audio-visual materials, running games and simulations, and holding group discussions for assessment purposes;
- (v) context studies of political education in relationship to the school curriculum, the school day for teachers and students, and the neighbourhood.

5 Evaluating Political Education[1]

Evaluation is a contested concept. There is large debate, mainly American, increasingly British, (the time lag appears to be about eight years) concerning the proper use of the word, and it is clear that its meaning is dependent on the context in which it is raised (especially the values of the user) and on the context to which it is applied, (e.g. schools, hospitals, football matches, other people). Evaluation at the Political Education Research Unit simply means the collection and provision of information about educational situations. Information is distinguished from data, for data can be worthless, information never so. The maxi aim of the Unit is to move towards a theory of teaching and learning about politics that will extend our understanding of our observations, with the intention of delineating and further improving successful political education in schools and colleges. The Unit's evaluation strategy is also a form of action research — it attempts to contribute to the practical concerns of people in an immediate, problematic situation and to add to social scientific knowledge, through the joint collaboration of students, teachers, and researchers.

The Unit is concerned with evaluating programmes of political education in schools and colleges. The process of establishing an evaluation approach entailed asking a number of interrelated questions:

> What is the evaluation intended to do? There is now a substantial literature on the role of the evaluator (usually conceived in terms of polarities, such as objective-subjective, disinterested-political). This debate has concentrated on the implications of adopting one role rather than any other for the methodology and style selected — and evaluators are very concerned about style. Whatever style characterises evaluation at the Political Education Research Unit, it has evolved from three clear-cut evaluation objectives:

(a) Are the ideas about political education in schools put forward by "The Programme for Political Education" feasible? Can they be operationalised in terms of content, teaching and learning strategy, and learning outcome? Are there any necessary conditions peculiar to political education for the institutionalisation in schools of political education programmes?

(b) How can the effectiveness of political education programmes be judged? What criterion should dominate the concept of effectiveness in political education? Is it necessary to define effectiveness along a number of dimensions — e.g. the programme objectives, teacher opinion, student opinion, and student performance?

(c) Is it worthwhile doing political education in schools? Are political education programmes peculiarly unsuited to schools? (This argument has often been put, and takes two major forms. First, that schools are of little significance as an agent of political learning compared to the media and the family. Second, any political education which takes place does so through either the hidden curriculum, or through well-established programmes in the secondary school curriculum — especially history).

We aren't going to produce definite answers to these questions — each one of them is a $64,000 question. However, such questions do provide the general context in which our evaluation strategy was conceived.

Technical considerations, of evaluation theory and finite resources, are discussed below under three headings: That is not to say that such considerations warrant in practice such easy categorisation. One of the salutory lessons learnt by evaluators at York, seldom transmitted in books on evaluation or the reports of evaluators, is that a basic choice has often to be made between preserving the integrity of the evaluation strategy and of maintaining productive working relationship with schools. And part of the integrity of our strategy is that it should maintain such links with schools.

1 Scale or scope

The Unit is working with six schools and colleges, geographically spread from Yorkshire to Hampshire, institutionally spread from a large co-educational urban comprehensive to a small, single sex, rural, grammar school. Immediate reactions to this sample are probably that it can in no way be representative. However, the concept of an *adequate* sample is a very messy one. Reverting to classical sampling theory may give convenient guidelines for picking schools, groups, and individual students to work with. For evaluating political education programmes, other critical criteria overwhelm theoretical considerations. (see page 21.)

The question of scale or scope reduces to a resource problem. If resources were large, many schools, even more groups, and large numbers of students can be both surveyed using well established survey instruments (basically, pencil and paper instruments) and can also be subjected to alternative data sources, such as depth interviews, classroom observation, and ethnographic approaches. For the evaluator interested in process — in our case, the nature of teaching and learning characteristics associated with political education programmes — there was no feasible alternative to actually witnessing the programmes in action (for an alternative view, see Bob Wild[2]). If the evaluator is concerned with explanation, an analysis of process assumes paramount importance.

2 Goal-free or goal-based evaluation

Researchers at the Medical Research Council Cold Research Laboratories have long been obsessed with a problem. Stated baldly, if the researcher knows that a pill is meant to cure a cold, the research itself will be infected with bias (both how the pill is administered and how the patient's reactions are recorded and interpreted) and may be significantly different than if the researcher is unaware of the intended effects of the treatment. It is assumed, of course, that, just as the researcher wants the pill to work, so the patient wants to benefit medical research by responding in the appropriate manner — patients want to get better and patients who want to get better and have faith in doctors may well get better. For the evaluator of political education programmes, this potential dilemma reduces to whether evaluators, if fully aware of the intention of the school programme, will be deluded into perceiving progress towards the politically literate young adult largely because this is the desired objective. There is a further potential dilemma that focusing on the intended outcomes of the programme may blind the evaluator to unintended outcomes (this argument becomes stronger when such phrases as 'hidden meanings' and 'school climate' are fashionable).

The Unit makes no attempt to adopt a double blind approach, or to minimise the well known 'Hawthorne' effect. Our evaluation is directly goal-based. The teachers involved in the political education programmes in our six schools have operated from knowledge and understanding of a paper (Document 2, 'Political Literacy — the Centrality of the Concept') which outlines characteristics of a politically literate person (the project has a theory of man). It doesn't prescribe ways in which school-based programmes of political education can develop the attributes of the politically literate (the project doesn't have one theory of political education). It recognises that a plurality of approaches are possible. So whilst each teacher has been involved in a common stimulus, each has also adopted various strategies for operationalising political literacy in terms of programmes, and each has been free to interpret the prescription 'politically literate' in their own way. And it's largely because of this insistence on a plurality of approaches that evaluation independence is possible.

An objection to this is that this results in the evaluator acting as a supporter of a particular approach adopted by teachers in one school when on a visit to that school (especially, it needs adding, if both teacher and researcher pay lip service to the democratisation of research). Our counter would be that we are interested not just in practice, but *good* practice. David Tawney has suggested that *potential* is no concern of the evaluator — the concern should be with what is there, not what might be. This is an easy view to sympathise with for it stems from the obsessive difficulty of definition of role, whether evaluators should be researchers, judges, administrators, any of these, or a pastiche of all three. Political education doesn't lack critics or supporters — what it does lack are empirically based studies of the potential role of political education programmes in schools, and finding the potential necessarily involves studying the possibilities, limitations, and constraints of current practice. So we have deliberately looked for examples of good practice. Anyone looking for a successful development or adaption of the Jumbo Jet would do better to examine a Jumbo Jet, not a Sopwith Camel.

It is also difficult to imagine goal-free evaluation of political education because of confusion over the nature and extent of linkages between political education and politics, and schools and politics.

Politics has a very restricted public image — it is largely to do with central and local government, and with the symbolism of voting. It has nothing to do with young people (below the age of political consent). Events such as William Tyndale and Tameside also lead to the tepid reactionary warning 'Keep politics out of education'. Existing alongside these perceptions is massively documented political ignorance amongst both old and young, a feeling that an "informed citizenship" should be a major objective of schools, and a vocational vacuum (what is the vocational pay-off from political education?). On the one hand, political education has potentially more links with life after school than most other activities in school (few people use terms such as historical life, or geographical life); on the other hand it can be educational anathema to head teachers and parents. Barry McDonald[4] has claimed that all evaluation has a political dimension — my point is that the evaluator of political education highlights this facet of educational evaluation. The evaluator of a maths project may have a view of mathematics and a political standpoint, but there need not be any relationship between them. This is not the case for the evaluator of political education.

3 Process or product?

Curriculum evaluation in Britain has not paid very much attention to the process of education, where process is simply conceived as what happens in classrooms. It is very time consuming to research classroom processes, and there is no convenient approach or technology available. Where documentation of process has been carried out, it is usually a part of a project deep in scope but narrow in scale. No British project has systematically studied the process of education in more than a small number of schools.

We hoped to affect a compromise between both process and product, and scale and scope by establishing a second range of schools and colleges (in addition to the six case study institutions) which would give us data on aspects of political literacy using survey instruments, but these institutions would be rarely visited by the Unit staff. We wanted a small range of schools where we studied both process and product, and a larger sample in which to validate product data, and act as a loosely defined control for process data. We did not want to adopt a pre-test, post-test product analysis (an approach whereby evaluation demands can run counter to student welfare, with little probability of successfully achieving the theoretical claims of the pre-test, post-test strategy). Having a wider range of product data would have allowed us to produce statistically significant results for our political performance tests. We did, in fact, make our political performance assessment instruments available to a second range of what came to be known as collaborating institutions, but this wider network proved too complex to activate.

The technology of assessing learnt characteristics is fairly well established. Many projects have used a battery of tests, tests utilising different formats and testing various attributes (attitudes, verbal reasoning, cognitive skills, etc.). The Unit is no exception to this trend, and has systematically tested students on their awareness and understanding of current political issues. Scores on these tests will be related to the content of the programmes, rather than to the objectives of the programmes. Evaluators who make no attempt to capture process run the risk of testing teaching and learning strategies that only exist on paper, and which bear little relationship to practice.

In order to capture and cage classroom process the Unit devised an observation schedule. Observation schedules come in all shapes and sizes. Basic criteria for distinguishing schedules, criteria which posed choices for the construction of our schedule, include:

(a) is the schedule to be interactionist or not? Interactionist schedules attempt to encompass the linkages or strings between the elements of a lesson (e.g. to follow a question and answer sequence);

(b) is the schedule to be low inference or high inference? A low inference schedule records data without any judgements being made at the time about the nature and implications of the events and characteristics of the lesson recorded. High inference schedules allow judgements to be recorded about the intentions being the data;

(c) is the schedule to be participant or non-participant? These widely used terms refer to whether the observer can intentionally take part in classroom activities without invalidating his observation strategy.

The Unit schedule is designed to log examples of specific characteristics of political education lessons, characteristics derived from logical deductions made about the implications for teaching and learning about politics from the political literacy delineation. That is not to say that all successful lessons must contain characteristics which enable the observer to record something in all of the boxes on his schedule. What it does mean is that these categories should correlate well with learning effectiveness. The schedule is basically non-interactionist (though there is provision for following through sequences if they seem important — which poses the problem that some sequences only seem important when viewed retrospectively as a sequence). It is basically a low inference schedule (although it allows the observer to make clarificatory and explanatory comments immediately after the event if this is felt to be necessary). The use of a schedule implies a largely non-participant approach. However, we have found that the degree of participatory observation varies from school to school, and within each school from visit to visit. This variance reflects the characteristics of the schools, programmes, and people involved — some teachers like us to be involved, and some students initiate evaluator participation. The consistent factor in these relationships is that any degree of participant observation results from an invitation by the teacher or students; we assume a non-participant role, and degrees of evaluator participation may become important information about teaching and learning styles in political education in our case study institutions.

The schedule has three specific functions. First, it enables the content of political education programmes to be recorded and related to product data. Second, it facilitates the construction of a typology of teaching and learning styles in political education. Third, the construction of the schedule, its drafting, piloting, and redrafting in collaboration with teachers, helped to establish criteria for "good practice" in political education.

Questions demanding answers

The Unit is now in the final year of its current project. However, the nature of the research design implies that any statement on the general characteristics of good political education programmes at this stage can only be tentative. Judgements will need reconsideration, and new, previously unexplored questions may arise. What possibilities, problem areas, and limitations of political education in schools do we perceive at this point in the research?

(a) Possibilities

Can political education programmes improve political understanding at a conceptual and problem solving level? (Is this the particular contribution school-based programmes are suited to make?)

Can political education programmes initiate or develop young people's interest and participation in politics? (Does this require a broadening of the concept of politics?)

Can political education programmes promote critical perspectives on political structures and issues? (Does this require programmes which aim to provide examples of alternatives to a dominant political tradition labelled Western, Liberal, Democratic?)

Can political education programmes in school relate to non-school opportunities for accelerated political learning? (e.g. the involvement of young people in issue-based groups and self-help associations).

(b) Problem areas

A problem of content — is it feasible to start from an analysis of political issues? (How are political issues to be identified and selected?)

A problem of curriculum — where should political education be located in the school curriculum? (Posing such a question raises further questions such as the nature of interdisciplinary work).

A problem of learning methodology — can a student-centred approach be constructed, given substantial documentation of young people's disinterest in politics?

A problem of marginality — can schools suggest that they do have an important potential role as a major agent in the political learning of young people, despite the widespread belief that the media and the family exert such overwhelming influence that schools don't, can't (and shouldn't) matter?

(c) Limitations

Is the nature of the school as a political institution a feature of schools which inevitably encourages implicit political education and discourages explicit (formal programmes) political education?

Can school based programmes of political education ever promote the capacity for political action?

Will the topic of indoctrination always dominate teachers' and parents' initial reactions to political education (and provide an excuse for not doing political education, or for sterilising its contents)?

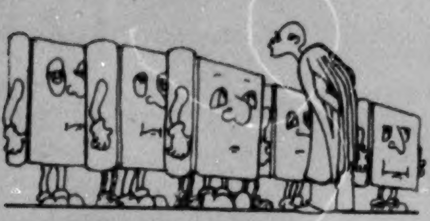
Footnotes

1 An excellent introduction to curriculum evaluation is D. Tawney (ed) 'Curriculum Evaluation Today: Trends and Implications', Schools Council Research Studies, Macmillan 1976. The section by Wynn Harlen is particularly useful.

2 Bob Wild is a researcher at the Centre for Applied Research in Education, University of East Anglia; he deliberately excludes himself from the classroom. He has described his approach in an interesting paper, 'Teacher Participation in Research', available direct from Bob Wild.

3 'Evaluation — information for decision-makers', in D. Tawney (ed), op cit.

4 'Evaluation and the control of education' in D. Tawney (ed), ibid.



REVIEWS

Reviews Editor: Helen Reynolds

SOCIOLOGY: A BIOGRAPHICAL APPROACH

By Peter L. Berger and Brigitte Berger.
Published by Penguin at £1.75.
Date of publication: U.S.A. Basic Books 1972, Penguin 1976.
Target group: GCE 'A' level

The authors in their preface indicate the main characteristic of their book which is to 'relate the analysis of large institutional structures to the everyday experiences of individuals' and therefore to some extent the sequence follows through the stages of life from early socialisation to old age. Within each chapter too, they begin with the micro and then turn to the macro-approach.

The general tone of their introductory remarks I sometimes found rather trite and tiresome, for instance in the chapter on education the first lines are 'Suddenly the day has come — the first day at school'. Nor was I particularly impressed with the line drawings under each chapter heading. However I am not reading my first sociology textbook and some of my students put off by the out-there atmosphere of some other books have found this a more approachable way-in. Obviously for the Bergers it is also more in keeping with their overall perspective in showing how the individual comes to grips with his social world. Without arguing the case for or against 'phenomenology' perhaps as an initial teaching device it is useful in trying to give the reader a place within the subject rather than introducing sociology as a structured, highly abstract discipline.

Obviously the sequence cannot be purely chronological and the later chapters on power, bureaucracy, and deviance follow the major concerns of the subject rather than the biographical aspect. This reflects the other aims of the book which stress the need for students to acquire a basic kit of concepts and to be introduced within the substantive areas. to the various theoretical perspectives 'by which sociologists try to make sense of their findings'.

Somethimes there appears a precarious balance between these two aspirations of maintaining a biographical approach while doing justice to other schools of thought. Many critics may find the first chapter too partisan for their liking. While the second chapter 'The Discipline of Sociology' is a very breathless run through the classical masters and may well leave the student feeling slightly outpaced.

Although revised for the Penguin edition it was first published by Basic Books in 1972 as an introductory course for American students. This is a major disadvantage since most of the studies cited are American and the main American schools of sociology are given pre-eminence. One gets the impression from the bibliography that some of the British works were fairly hasty additions for the British market and there are some omissions. Although the general scope of the bibliography is very wide for the 'A' level pupil. For ethnocentric reasons alone then it cannot serve as a substitute for other more widely used books. It was never intended as a core textbook for 'A' level and teachers who want such a book remain as yet unsatisfied.

However as an additional introductory book it may have a place. Teachers can use the American data for comparative purposes, for instance on mobility studies, to cite but one example. For the student concepts are introduced in a clear, straightforward way. The development of ideas are presented within a broad historical and inter-disciplinary framework. The chapters on 'Change' and 'Values and ultimate meanings' do show important and fundamental differences in interpreting social reality between the various theoretical positions. Some radical sociologists may feel their case has not been adequately presented but for the newcomer the book is stimulating and readable.

My comments in this review are tentative because I have not had time to use it for teaching purposes nor have I gauged much student reaction; but it is an important book which both students and teachers will want to discuss further.

Gina Garrett

INVESTIGATING SOCIETY

By Dennis Lawton.
Published by Hodder and Stoughton at £1.50.
Date of publication: 1975
Target group or target syllabus: New Students— O/A level.

The aim of this introductory book as stated by the author is to 'develop and apply a sociological perspective to a number of important issues'. The title 'Investigating Society' is thus an appropriate one as he keeps to his task and happily avoids many of the weaknesses of a number of 'O' and 'A' level textbooks — namely the tendency to use a completely descriptive approach and to try and cover every sociological topic — often in a brief and superficial way.

The book deals with seven main areas: There are two chapter on the following:- The Nature of Sociology, The Family, Education and Social Change, and one chapter on each of the topics of Class, Work and Leisure, Population and The Political System. The layout, organisation and method of approach is the same in each chapter and it is here that the book scores heavily. The language used is fairly straightforward and the technical terms are defined in a clear manner in the glossary at the back of the book. Each chapter uses an historical perspective and includes a large selection of relevant statistical data in the form of tables and diagrams – which is relatively up to date. Where this appears at the end of a chapter it is used with the 'questions for discussion and written work' and is related to the ideas and concepts introduced in the text in order to stimulate the student to discuss the issues raised. In addition, there are a number of controversial and comparative extracts (including materials on Simple Societies) from sociological articles and studies which provide further stimulus for the reader to follow up the initial enquiry with some wider reading.

The first two chapters on the nature of sociology concentrate on methodology and give an introduction to the various research methods. Yet despite beginning with reference to the 'two views of human nature' as an introduction, the author fails to go further and the reader is left with no real introduction in the book to the different sociological perspectives which one would expect from a book which consistently tries to provide an open and questioning approach. The author deals adequately with The Family and as expected provides some very good material on Education, particularly on Class differences. Stratification is dealt with in three different chapters:- 'Social Roles and Social Class', 'Social Change and Social Mobility' and 'The Political System'. There is excellent data on Income and Property differences, backgrounds of Managers, M.P.s, embourgeoisement, etc., although it might have been clearer if dealt with under the one heading of Stratification and it seems strange in this context to have Marx dealt with in three-quarters of a page.

The chapter on Deviance provides an introduction to the different perspectives as well as some detailed statistics for simulation exercises.

So this is not so much a sociology text book as an introduction to the questioning nature of sociological analysis and as such serves as a useful resource both to the student, as an initial introduction and for reference when using more detailed texts, and to the teacher as an aid for discussion and for exercises on the interpretation of data. It is thus suitable for 'O' and 'A' level students – many of whom have found this book very enjoyable and stimulating to read. It should certainly facilitate their achieving Bergers aim of 'seeing through the facades of social structure'.

Ian Miles

FORBIDDEN PASTURES. EDUCATION UNDER APARTHEID

By Freda Group.
Published by International Defence & Aid Fund at 60p.
Date of publication: April 1976
Target group: General Reader.

'Forbidden Pastures' aims to give a detailed exposé of South Africa's discriminatory education system, and an outline of black students' response to it. It does not claim to be an impartial account but presents a mass of facts and figures and references in support of its aim in an unemotive and low-key style. Whilst the wealth of statistics and references may be useful to the teacher, already knowledgeable about the South African situation, the detailed evidence and rather dull layout may not appeal to the imagination of the student.

The first two chapters outline the historical background and may be omitted without loss of meaning. Chapter 3, describing African education now and illustrated with photographs of young black pupils in over-crowded, under-equipped classrooms, is the most interesting and readable section for the pupil new to this topic. Together with chapter 4 on student discontent it provides explanations of recent clashes between pupils and police. Statistics are given up to 1974 and clashes up to May 1975 are listed. These two chapters could very well provoke discussion and arouse sympathy for the situation of the black students.

The next chapters are concerned with Coloured and Asian pupils, and with university apartheid.

The tables of differential rates for the four main ethnic groups in expenditure per pupil, numbers of pupils receiving education at various ages, etc., plus occupational statistics for the four groups make it easy for the teacher to demonstrate the link-up between educational opportunity, occupation and caste.

The section on vocational training raises questions about the possibility of improved educational and occupational opportunities for the black African due to economic changes.

This is a book for the teacher already interested in South Africa, who wishes to add to his knowledge.

Marjorie Hall.

DEVELOPMENTS IN SOCIAL STUDIES TEACHING.

By Denis Gleeson and Geoff Whitty.
Published by Open Books
Price: £1.75 paper
Date of Publication: 1976

In 1968 Vincent Rogers published 'The Social Studies in English Education', a survey of the state of social studies teaching in the mid-60's. This new book by Denis Gleeson and Geoff Whitty is in the nature of a successor volume insofar as it, too, seeks to provide information on what is going on in the development of social studies teaching.

A comparison of the two volumes is interesting. Both present considerable information on what is happening in particular schools. This has the great advantage of giving the reader a real 'feel' for the school and classroom atmosphere. On the other hand, one is left wondering just what goes on in all the other schools and perhaps Gleeson and Whitty might have gone rather further in hazarding some overall evaluation of contemporary social studies. The title of the book should be interpreted as referring to some very selective accounts of particular developments rather than a synoptic view.

The two books are also very similar in that they both go beyond a mere account and attempt to argue a case. Rogers appealed for a more serious consideration of the newer social sciences as material for inclusion in the school curriculum. Gleeson and Whitty are concerned with ways in which social studies can challenge and transform society. It is this polemical aspect which gives both books a coherent framework.

The two books are disimilar in one respect – while Rogers displays inordinate interest in content, Gleeson and Whitty are dominated by method. In many ways this difference between the books charts the passage of time between the two publications. A central feature of the current debate over education is teaching method; this was much less true a decade ago.

Finally, the two books both seem to get side-tracked away from social studies. Rogers spends over half his book discussing History and Geography while Gleeson and Whitty seem to be talking about Sociology as much as social studies. In Rogers' case this is mainly because he had nothing much else to write about! But it is mainly their overiding concern with method which leads Gleeson and Whitty to become so involved with Sociology, since it is developments in this subject which are the inspiration of their approach to method.

Mainly Sociology

In many ways this is a pity. From a cursory reading of the book it would be easy to get the impression that social studies is mainly sociological and that is how it should be. Perhaps the first part of this statement is largely true. Social scientists other than sociologists appear to disdain social studies. The Programme for Political Education has ignored it, the Economics Association has set up a project to develop Economics as a separate school subject for the 14–16 age group and the psychologists seem preoccupied with developing their academic claims. In the circumstances sociologists can hardly be blamed if they are left on their own to contest social studies with historians. Nevertheless some discussion of developments in all subjects relevant to social studies would have broadened the picture somewhat and some consideration of the possibilities of a range of social sciences in an integrated social studies should have been undertaken.

But again, the focus on method means that Gleeson and Whitty are not so much concerned with content and subjects as with how teachers relate to pupils and how pupils confront knowledge.

Developments in Social Studies Teaching is a series of discrete chapters held together by the common concern with method. Some indication of the separate chapters is therefore necessary.

History of Social Studies

Chapter One contains a summary of the history of social studies. Between the wars the citizenship movement is seen as a response to facsism while the ill-fated post-war social studies schemes are seen as a strengthening of the home front in the liberal democratic confrontation with communism. With the fading of the ideological strife the movement dies away and History, Geography and RE are restored. However, in the mid-1960's comes the New Social Studies Movement dedicated to incorporating the insights and concepts of the newer social sciences to the school curriculum. This generates a reaction called 'new directions in sociology' which is grounded in a rejection of positivistic views of knowledge and an advocacy of teaching styles which allow pupils to explore their own social understandings. This reaction is critical of the New Social Studies for simply foisting on children dead concepts which are no better for being 'social science' concepts. Finally, 'new directions in sociology' is challenged by an ethnomethodological critique which calls for social studies which are neither relevant nor radical but rooted in a study of everyday life.

This straightforward historical sequence is perhaps rather too pat. There may have been a recent revival of social studies but much of it is just as sad, tired repeat of the post-war experience; certainly only a minority of schools will have heard of New Social Studies let alone put it on the timetable. As for 'new directions in sociology' there are probably many members of ATSS who have no idea what this means; while, so far as I am aware, the ethnomethodological critique is confined to one article in The Social Science Teacher! The dialectical symmetry of the history of social studies as portrayed by Gleeson and Whitty is appealing but the reality is more chaotic.

Community Service

Chapter Two is a discussion of the growth of GCE Sociology and contains some interesting comments by pupils and teachers on what they think of the subject.

Chapter Three is a discussion of MACOS also quoting first-hand opinions.

Chapter Four explores ways in which social studies courses can be organised using examples from practice in several schools.

Chapter Five is the most important part of the book. It is a plea for a reconsideration of community service as a component of social studies, not in the form of 'do-gooding' but as a means of generating a critical awareness of society. More consideration should be given to this issue. The chapter includes a brief account of the Social Education Project but fails to mention the ATSS 1974 Course on Using Society as a Resource.

This book is an important contribution to the task of bringing social studies to the schools and making sure that when it is there it is alive and responsive. My regret is that Gleeson and Whitty chose to be so highly negative about the New Social Studies. If social studies teaching is sometimes conventional and sterile, it is the victim of a stifling system. I share the view of Gleeson and Whitty that a transformation of social relations in the classroom to bring about collaborative learning is necessary but I am not convinced that this means rejecting the concepts and theories of the academic social sciences. Indeed, the theory that inspires Gleeson and Whitty is itself a child of academic sociology and will therefore be influencing the New Social Studies so long as they continue to be responsibe to the intellectual disciplines they derive from. Moreover, one of the leaders in promoting the New Social Studies (Barry Dufour) himself teaches in a school (Countesthorpe College) which is favourably featured by Gleeson and Whitty.

Social studies must be kept alive to developments in all the social sciences. We must prevent them from becoming either positivistic strait-jackets or phenomenological vacuums. In this light **Developments in Social Studies Teaching** should be widely read.

Chris Brown

SOCIAL STUDIES AND HUMANITIES IN SCHOOLS

Loughborough College of Education, Leicestershire. Tuesday April 12th – Saturday April 16th 1977.

Fee:	Residential – Members	£30	Non-members	£35
	Non-Residential – Members	£10	Non-members	£14

The course includes speakers, group discussion, exhibitions, films, videos, games and simulations. Barry Dufour is the Course Director. Details were circulated with our last mailing. If you still wish to apply but have mislaid your form, use this page instead. This is the seventh in our series of annual Easter courses. We have managed to keep them going despite the heavy reduction in financial assistance for courses from LEA's. This in itself suggests that they are value for money and this year's will be no exception.

Application Form

Name...Address..

Tel. No: ....

School/College/Organisation..

I wish to take part in the 1977 ATSS National Course from the 12th – 16th April, 1977 at Loughborough College of Education as a RESIDENT/NON-RESIDENT*

I am/am not* a member of ATSS. My school is/is not* a corporate member of ATSS

(*Please delete as appropriate)

I enclose a deposit of £5 (balance payable at Course reception) (Non-residents £3)

Signed..

Cheques should be made payable to ATSS Conference Account. Applications should be received by February 28th after which no deposits can be refunded.

NB Applications can be accepted for a few days after February 28th but not indefinitely.

The form should be returned to Arthur Gould, 310 Forest Road, Loughborough, Leics.
Tel: Loughborough 30987.

RESOURCE EXCHANGE

Organised by Roger Gomm

The idea behind this scheme is that any useful teaching material — handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme — it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies.

The response to the lists of items in recent issues has been very encouraging. Over one hundred members have written in for items, and about forty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields. Arrangements are in hand to include items in the fields of psychology and economics.

Our thanks to everyone for orders and contr butions. With so many letters to deal with ther are some delays in both thanking people fo material and in sending off orders, so please b patient with us. Some material is not being use because of unsuitable format, e.g. note form c too much copyright material included or overlap with other banked items. Current gaps in th Sociology section include: education (strangel neglected,) and deviance, (in all lurid forms religion and the mass media.

So far, all items included in the scheme hav been duplicated handouts. We hope to widen th scheme in the near future to include a greater rang of materials including slides and resource guide

Address for orders or contributions:

Roger Gomm,
Stevenage College of Further Education,
Monkswood Way,
Stevenage,
Herts.

Charges: —

No. of items required	Charge
1	20p
2	30p
3	40p
4	45p
5	50p
6	55p
7	60p
8	65p
9	70p
10	75p
11	80p
12	85p
13	90p
14	95p
15	£1.00

N.B. For orders in excess of 15 items, pleas calculate the excess as if ordering from this tabl Items marked with an asterisk are longer than th others and count as *two* items for ordering purpose

DON'T BE BASHFUL! Send us a copy of an material you have produced and which you thin might be of interest to other teachers. Items wi not bear the originator's name, except by reque where he/she would like some feedback from othe teachers. One final word: please ensure that th material you submit does not infringe copyright no extracts from published books please!

RESOURCES EXCHANGE LIST, FEBRUARY, 1977

Please refer to the item number when ordering. W can only supply a single copy of each item.

Sometimes orders will be made up in different places by different people, so please don't worry if only half your order arrives at first, PLEASE MAKE CHEQUES OR POSTAL ORDERS PAYABLE TO A.T.S.S.

Classified Cumulative List of Items still Available.
The number of the S.S.T. in which full description of the item appears is noted after the title of each item.

SOCIOLOGY

Methodology & Social Theory.

17. The Methods of Sociological Enquiry. Full text appears in 5:1
18. Sociological Perspectives – Functionalism in Contrast with Conflict Theory & Symbolic Interaction. 5:1
19. 'As If' – an exercise to generate simple versions of sociological perspectives. 5:1
20. 'What Shape is Society?' – cartoon for discussion of models of society. 5:1
44. What is Sociology? 5:3
45. Sociology, Science & the Scientific Method. (Gouldner, Garfinkle, Douglas) 5:3
57. The Social Sciences. (Sociology, psychology, social psychology, history) 5:3
70. Is Sociology a science – nature of science and difference between natural and social phenomena. 5:3
92. Major Sociology Theories (functionalism and social-action). 5:4
102. The Work of Karl Marx. 5:4
140. Symbolic Interactionism. 6:2
143. Industrialism – synoptic review of Barry Turner's book. 6:2
146. Structural – Functionalism. 6:2
147. Marxist Sociology. 6:2

Social Stratification

1. The White Collar Worker – full text in 5:1
2. Is Britain a meritocracy? 5:1
5. The functionalist theory of stratification. 5:1
14. Intelligence, Social Class and Ability. 5:1
15. Sponsored and Contest Mobility. 5:1
16. Class Differences in Socialisation. 5:1
20. What Shape is Society? Cartoon for discussion of models of society. 5:1
47. Poverty. 5:3
50. The Distribution of Money and Wealth. 5:3
51. Political Recruitment – Elites or Ruling Class. 5:3
54. The Middle Class. 5:3
60. Class Consciousness. 5:3
61. Social Class and the Comprehensive School. 5:3
62. Class and Voting. 5:3
93. Stratification Theory. (David and Tumin) 5:4
138. Elites – Britain & U.S.A. 6:2

Family & Kinship

11. Family and Social Change this century. 5:1
12. A Sociological account of trends in divorce. 5:1
13. Reasons for the decline in the birth rate. 5:1
48. Divorce. 5:3
52. Communities and Urbanisation. 5:3
56. Family Size. 5:3
58. Fertility and Family Size 1850) 1920. 5:3
123. Constructing a problem with Doctor Wendy Greengross. 6:1
142. Emerging Conceptual Frameworks in Family Analysis (Nye and Bernardo). 6:2

Demography

13. Reasons for the decline in the birth rate. 5:1
55. Population. 5:3
56. Family Size. 5:3
58. Fertility and Family Size. 5:3

Education

14. Intelligence, Social Class and Ability. 5:1
15. Sponsored and Contest Mobility. 5:1
16. Class Differences in Socialisation. 5:1
61. Social Class and the Comprehensive School. 5:3
64. Social Influences affecting Education and the implications for the Curriculum. 5:3
65. Radical alternatives in education. 5:3
94. Comprehensive Schools. 5:4
95. Social Relations in a Secondary School (Hargreaves). 5:4
99. A Chronology of Education Acts. 5:4
148. Education and Social Structure 1 – Structural Functionalism. 6:2
149. Education and Social Structure 2 – Marxism. 6:2
150. Five discussion papers 6:2
    1. Introduction
    2. School Knowledge
    3. Classification and Framing
    4. Collection Codes
    5. Integrated Codes.

Work, Leisure, Industrial Relations

3. Workplace Attitudes. 5:1
4. The Relationship between work and leisure. 5:1
49. Industrial Conflict. 5:3
53. Leisure. 5:3
59. Alienation. 5:3
97. Automations. 5:4
98. Sociological Aspects of Work and Industry. 5:4
103. Alienation – a prototype of change. 5:4
136. Trade Union Behaviour. 6:2

Organisations

96. Organisations, major theories. 5:4
101. Total Institutions. 5:4
103. Alienation – a prototype of change. 5:4
139. Bureaucracy. 6:2

Deviance

6. The labelling approach to Juvenile Delinquency 5:1
7. Theories of Crime and Delinquency. 5:1
8. The Sociological Approach to Drug Taking. 5:1

9. The Sociological Approach to Suicide. (Text in full.) 5:1
10. The Effects of the Media on Delinquency. 5:1
46. Delinquency. 5:3
67. Labelling theory. 5:3
68. Introduction to Deviant Behaviour. 5:3
69. Criminological Theories. 5:3
121. Kit for making Juvenile Delinquency simulation. 6:1
122. Taking the Lid of Incest. 6:1
123. Constructing a Problem with Dr. Wendy Greengross. 6:1

Mass Media
10. The Effects of the Media on Delinquency. 5:1

Religion
100. Secularisation. 5:4

Communities, Urban Sociology, Rural Sociology
52. Communities and Urbanisation. 5:3
144. Rural Life (Gwyn Jones). 6:2

Race Relations
137. Race Relations. 6:2

Politics
21. Parties in Britain. 5:1
22. Pressure Groups. 5:1
23. Selection of Candidates. 5:1
24. The British Constitution. 5:1
25. What is Politics? 5:1
51. Political recruitment – elites or ruling class? 5:3
62. Class and Voting. 5:3
63. Voting behaviour. 5:3
66. Political Change in Britain. 5:3
124. Midchester Simulation. 6:1
125. Political parties in U.S.A. 6:1
126. Pressure Groups in U.S.A. 6:1

ANTHROPOLOGY
127. Man Domesticates. 6:2
128. Pastoralism. 6:2
129. The Indians of South America. 6:2
130. Slash and Burn Agriculture in S.E. Asia. 6:2
131. The People of Highland New Guinea. 6:2
132. Peasants. 6:2
133. China 1. Land and Revolution. 6:2
134. China 2. Peasamts amd Communes. 6:2
135. The Potlach Game. 6:2

SOCIAL STUDIES
104 – 120. The 'Use of Resources Course' Thoma Bennett School. 6:1

ENVIRONMENTAL STUDIES
127. Man Domesticates. 6:2
128. Pastoralism. 6:2
129. The Indians of South America. 6:2
130. Slash and Burn Agriculture in S.E. Asia. 6:2
131. The People of Highland New Guinea. 6:2
132. Peasants. 6:2
133. China 1. Land and Revolution. 6:2
134. China 2. Peasants and Communes. 6:2
104 – 120. The 'Use of Resources Course' Thoma Bennett School. 6:1

SOCIOLOGY: THE CHOICE AT A LEVEL

Edited by Geoff Whitty and Dennis Gleeson for the Association for the Teaching of the Social Sciences

Since its inception in the mid-1960s, A level Sociology has become an immensely popular subject, particularly in colleges of Further Education but also, increasingly, in schools. Five of the major examination boards now offer examinations in Sociology at this level, yet it continues to create considerable controversy in many circles. This book concentrates particularly upon those issues facing teachers who are involved or interested in teaching A level Sociology. What are the differences between the various syllabuses? To what extent is there unnecessary duplication between them? Do any of them offer an opportunity to reassess the conventional relationship between teachers, students and examiners? Does A level Sociology encourage students to engage more critically and actively in the world they live in?

This book focuses upon recent developments and future possibilities in the teaching, learning and assessment of Advanced Level Sociology. Based upon the proceedings of the ATSS Conference, **Sociology in the Social Sciences, 16-19**, it gathers together information and comment on the various syllabuses now available and looks forward to possible future developments.

The book offers readers an insight into the views of examiners and practising teachers on these and related issues, and presents for scrutiny the various syllabuses, reading lists and examination papers. It also considers the proposals of two groups of teachers whose answers to questions like those posed here have led them to formulate their own alternatives in the form of a Mode 3 A level Sociology syllabus and a scheme for an Integrated Social Sciences A level.

Price: £1.80 paperback ISBN 0905484 07 X
£3.90 hardback ISBN 0905484 02 9

Please add postage 25p per volume.
Orders to: Heather Clark, A.T.S.S. Sales Officer, 54 Redbridge Lane West, Wanstead, London E11 2JU.

THE ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES
MEMBERSHIP

Ordinary (for individuals): £4.00 p.a.
Corporate (for schools, colleges, etc.): £6.00 p.a.
Associate (for libraries, publishers, etc.): £4.00 p.a.
Student (for students or retired persons): £2.00 p.a.

Application forms are available from Chris Brown, 19 Mandeville Gardens, Walsall WS1 3AT.

Publications

Members receive one copy of all publications free. Additional copies and back numbers are available to members at reduced rates as shown below. All publications may be obtained from Heather Clark, 54 Redbridge Lane West, Wanstead, London E11.

The Social Science Teacher (Second Series)

			MEMBERS	NON-MEMBERS
Vol. 5, No. 1	Dec. 1975	Only available as part of a complete		
Vol. 5, No. 2	Feb. 1976	set of Volume 5: price per set:	£1.60	£2.40
Vol. 5, No. 3	Apr. 1976		40p	60p
Vol. 5, No. 4	June 1976	Special Edition: Textbooks and Curriculum Projects	40p	60p
Vol. 6, No. 1	Oct. 1976	Edition on Games and Simulations	50p	75p
Vol. 6, No. 2	Dec. 1976		50p	75p
Vol. 6, No. 3	Feb. 1977	Edition on The Teaching of Politics	50p	75p

Monographs

No. 1	Towards a Reconstruction of A Level Sociology Teaching by Bob Anderson	Out of Print	
No. 2	New Perspectives in Sociology by Graham Vulliamy	Out of Print	
No. 3	Integrated Social Science – A Distinct Possibility by Frank Reeves	30p	40p

Occasional Papers

No. 1	Is An Integrated Social Sciences A Level Possible? by Roland Meighan.	Out of Print but photocopy version: 20p	25p

Briefings

No. 1	The Social Investigation Interview by Janet Harris	35p	40p
	For orders of ten or more:	25p each	30p each
No. 2	Individual Study Folders by Roland Meighan	10p	15p
No. 3	Teaching Deviances at A Level by Roger Gomm	20p	25p
No. 4	Planning the Content of Social Sciences Courses by Roland Meighan	20p	25p
No. 5	Clarifying Values in the Classroom by James McKernan	20p	25p
No. 6	Once Upon A Time . . . Fairy Tales as a Social Studies Resource by Hazel Sumner	10p	15p

Other

Interdisciplinary Social Sciences. Reports from conferences held at Durham, April 1975. (duplicated)	20p	30p

N.B. All prices include postage and packing costs

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

President: Professor G.T. Fowler, M.P.

Chairman: Keith Poulter, Senior Lecturer, Loughton College of Further Education
Essex. (Home: 74, Cherry Tree Rise, Buckhurst Hill, Essex. Tel: 01-504 0804)

Secretary: Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home
19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388).

The Association aims to promote and develop the teaching of the social sciences, both a separate disciplines and in an integrated form, at primary, secondary, and tertiary stages o education; to produce and disseminate appropriate teaching materials and advice on teachin methods related to the social sciences; to provide opportunities for teachers and educationist to meet for discussion and the exchange of ideas.

Activity is mostly focussed at local levels to encourage maximum membership participation Branch meetings (unless otherwise specified) are open to any interested person but where a admission charge is made, non ATSS members will be charged at a higher rate.

THE SOCIAL SCIENCE TEACHER

General Editors: Roland Meighan, 7 Green Lane, Birmingham B43 5JX. Tel
021-357 6603.
Frank Reeves, 9 Oak Street, Wolverhampton. Tel: 0902 29166

Reviews Editor: Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17
Tel: 021-426 1777.

Circulation Manager: Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Alban
50989.

Edition Editors: Editions of Social Science Teacher are produced in a variety of ways including volunteer teams, panels, groups within A.T.S.S. or by th General Editors.

The Social Science Teacher is the journal of the Association for the Teaching of the socia sciences, an association of teachers of the social science disciplines (sociology, anthropology economics, politics, and psychology) in the primary, secondary, tertiary, and higher sector of education.

The journal is intended to provide an information service for social science teachers. Th magazine contains news items, letters, articles, reviews and advertisements. Common theme include the theory of teaching the social sciences, teaching methods, latest ideas in the fiel of social science, teaching notes, and reviews of books, curriculum projects, and visual aids etc.

The Social Science Teacher is issued free to members of the Association (50p an extr copy) and is 75p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

THE SOCIAL SCIENCE TEACHER

Edition on Sex Roles in Society

VOL.6 No.4 APRIL 1977

38

PRICE 75p

OBJECTIVE, FAIR AND BALANCED –

a new law for religion in education

a new booklet from the British Humanist Association which makes radical proposals for changing the law on religion in county schools and ending 31 years of hypocrisy

Available price 40p plus 18p post & pkg.

from
British Humanist Association

13 Prince of Wales Terrace, London W8 5PG.
(Tel: 01-937 2341)

THE SOCIAL SCIENCE TEACHER

Journal of the Association for the Teaching of the Social Sciences Vol. 6, No. 4

Edition on Sex Roles in Society

Edited by Helen Reynolds and Lynn Davies

(Published by A.T.S.S. Copyright A.T.S.S. 1977)

EDITORIAL

This issue is devoted to a consideration of the problems, strategies and theoretical perspectives involved in teaching about sex roles in society. There is evidence that some considerable bias exists in teaching materials, the curriculum, the choice given to students and in the general organisation of the school.

Learning about sex roles is not only part of many social science syllabi but also of direct relevance to the students concerned, whose own experience provides primary data for analysis.

In attempting to make suggestions and raise issues the aim is not only to discuss that most popular of topics — women's liberation — but to investigate the means by which this area of experience may be understood and interpreted. At the same time it is necessary to extend such study to include other dimensions of inequality and to examine the relations between them.

It is frequently assumed that sexual dimensions cut across those of class and race but many studies suggest that the latter are more significant factors in social attitude and behaviour. Much of the existing literature fails to consider the relationships between dimensions of inequality and to provide adequate theoretical frameworks for their analysis.

In terms of teaching strategies a number of suggestions have been forthcoming and have been compiled together with lists of resources. At the same time, articles include theoretical considerations and comment.

Inevitably, the question to be asked is "what are the objectives of teaching about sex roles?" In terms of academic social science an objective understanding of the process by which roles are learned and transmitted together with an appreciation of the economic and political processes which produce and maintain such distinctions, might be the primary consideration. At the same time, such study will undoubtedly have some influence on perceptions of self, society and the learning process, which in turn have implications for change.

It would seem important that these topics and others should be subject to debate. The aims and consequences of strategies in this area should also be related to the nature of teaching and learning, and educational objectives in general.

H.R. L.D.

CONTENTS

PAGE

Viewpoint by James Hemming 2

A.T.S.S. News 3

Correspondence 9

Articles:
1. Perspectives on the Family by Rachel McCracken 11
2. Lords and Ladies of Creation by Roger Gomm 15
3. Sex Roles and Schooling: An Investigation of Social Science Textbooks by Marianne Kjellgren 17
4. Sex Roles: A Psychological Perspective by Coleen Ward 21
5. Butter Wouldn't Melt In Her Mouth? by Lynn Davies 23
6. Ideas for a "Sex Roles" Course by Lorraine Judge 25
7. A Source List for Women in Society compiled by Lynn Davies 27

Reviews 31

Resources Exchange 37

Briefings: No. 7 A Sex Roles Socialisation Game by Moira Wales pull-out centre pages

Section Cartoon Headings by Beverley Curl

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

VIEWPOINT — SOCIAL AND RELIGIOUS EDUCATION FROM THE HUMANIST POINT OF VIEW

1. The Need

During the course of social evolution children have acquired their values from the community in which they found themselves. Until very recently these values were consistent as between one adult model and another. The values were reinforced by mutually supportive social, familial and religious influences. All that consistency has now gone. We have moved from a closed society to a more open society and this inevitably brings uncertainty and confusion in its wake. Thus, children today need help to sort out a stance for living as the basis for their lives.

2. The Gap

For lack of an education leading towards moral insight hosts of people are, today, morally lost. One result of this is an increase of insensitive, self-centred behaviour and a decline in responsibility. The only values *consistently* put before young people are commercial and exploitative values. These are the antithesis of the values of obligation which were the civilising values of earlier societies. Unless the schools play a more vigorous part in moral education, the gap between personal behaviour and the values upon which every society depends — honesty, trust, mutuality, concern etc. — will continue to widen. Corruption in high places, destructiveness, irresponsibility, and lack of concern for others, are examples of this gap.

3. The Quality of the School Community

Since all children pass through the educational system, we can give all of them the experience of living in a friendly, caring, purposeful, responsible co-operative community. To build up such a community should be a school's *primary* aim. This is the proper base for all education and is the sine qua non of both moral education, and the development of a more responsible society.

4. The Confidence Curriculum

A sense of self-respect and self-value is the foundation of integrity of personality and concern for others. The complement to a good school community as a basis for moral development is, therefore, a curriculum through which the child steadily gains more confidence in himself. This involves matching tasks to ability and maintaining a situation in which success is always the reward of effort. The confidence-building curriculum requires a good deal of individualised work, alert attention to the child's own interests and aspirations, and a system of assessment that measures the child against his own potential and attainment, rather than against the attainment of others. This does not exclude the sensible use of standardised tests as a means of helping the child review his own situation, and the teacher the situation of the child. What it *does* exclude is making academic values dominant in judging the worth of individuals. At present, many children feel diminished by their experience at school. When this is so, they hate school and often, also, the society of which the school is a part.

5. Content and Values

Every subject should be taught in its human and social context in order to bring out the significance of moral values and social responsibility. For example, to teach science without any reference to its social impact and responsibility is to miss a valuable educational opportunity.

6. Education for a Moral Perspective

In addition to the general developmental influences of school and community, children need specific attention given to helping them to acquire a viable 'stance for living'. This may be religious or it may be naturalistic; it is not for county schools to influence pupils one way or the other, but to encourage them to think about the options. It is particularly important, during adolescence, that time should be given to this, and that there should be teachers specially trained for it. The aim should be to give children a perspective on religious and non religious moral principles and on social relationships and responsibilities. Such teaching should be genuinely objective, fair and balanced so that every child's development towards maturity will be catered for, and so that there may be a good chance of bringing out a workable moral understanding between those who follow different religious faiths and those whose life is based on a naturalistic view of the world.

James Hemming

James Hemming is a Vice President of A.T.S.S. and he was recently elected President of the British Humanist Association. Other distinguished holders of this latter post have included Barbara Wootten Bertrand Russell and A.J. Ayer.

ATSS NEWS

Compiled by Chris Brown

TE OR WITCH-HUNT?

is little doubt from information reaching me
ocial science courses are under attack. The
sue of this journal included a letter from a
er giving an account of how O-level Sociology
een threatened with the axe and reporting
ostile comments of colleagues about the
t. The same issue included a report of a man
igated by his employer because he was
ng sociology and politics. Probably most of
used to this attitude by now but it is still not
nt, especially when an Education Minister,
ought to know better, makes deprecatory
ks about sociology, as Gordon Oakes did a
months ago. The British Sociological
iation is seeking an interview with the
ter to ask for an explanation and will be
its members to write to the Press on the
r. ATSS members should do the same.

e whole tenor of the 'great debate' has been
rly hostile. Social studies has been treated as
dless, and perhaps harmful, frippery, diverting
en (especially clever ones) from real education.
uld not be so bad if the debate itself showed
sign of those academic and intellectual
ards which are now believed to be under
– but it does not. Literacy and numeracy
been endowed with almost magical properties;
h, maths and science have almost been
led as the last bulwark against the collapse of
lism. And the simplistic and naive way in
the relationship between education and
y is discussed (the media are especially
cated here – programmes I have seen on the
tion debate have been particularly banal)
demonstrates the urgent need for the
ptual and analytic skills of the social sciences
much more widely disseminated.

ur own contribution to the debate appears on
page. We hope it will help to raise the tone
debate but if it, too is not entirely devoid of
udes it is in part a reflection of the need to
use the language in which the debate itself is couched. At least the case for social science will not go by default. There will be another opportunity to make our point as ATSS has been invited to send a delegate to one of the regional conferences.

However, action at a more practical level is also required. In order for it to be effective we would be very grateful if members who have experience or knowledge of attempts, successful or otherwise, to cut or weaken established social science courses or impede their introduction, could send such knowledge to us. In addition it would be very helpful to have any rationale written in support of social science teaching. Please treat this as a matter of urgency so that ATSS can prepare a rationale for any member who needs one in a hurry. Please send your material to Paul Cooper, 15 Meyrick Road, Bedhampton, Havant, Hants.

MAGISTERIAL DISMISSAL

A member has sent me a letter received recently from the Hon. Sec. of the Association of Magisterial Officers. It is perhaps not unrelated to the previous item. I quote part of the letter without comment:–

"Thank you for your letter of the 27th January received today. From my twenty-five years of experience in the magisterial service I do not consider that to study sociology would be of great advantage for prospective court staff. Whilst we do meet and hear a tremendous variety of problems people experience, in our line we do not become involved with them. Obviously it helps to understand the problems people face, but in the magisterial field there is no scope to help put them right."

SCHOOL BROADCASTS

Schools programmes are not noted for the excellence of their social science output. Too often promising titles only hide description and stereotypes – anthropology becomes a travelogue, sociology becomes social problems and politics become parliamentary institutions. In the field of popular journalism IPC seem to have made a breakthrough with Society Today. Sociological concepts are presented in a lively, punchy way without any significant loss of intellectual honesty and I personally hope they will be able to extend this treatment to other sciences.

But in broadcasting, decent social science is reserved for non-educational slots. Thus the recent Galbraith epic, whatever its faults, contained some highly relevant material for A-level Economics and Sociology. Another example is the famous Granada documentary Seven-Up, about which more later. But when an attempt was made recently by a schools unit to discuss a social issue sociology it was accused of bias and banned from re-showing by the IBA (see Viewpoint in SST, Vol. 6, No. 3).

These thoughts are prompted by a look at the BBC Schools summer programme. In indicating those programmes apparently relevant to social science teachers it must be in the spirit of 'caveat emptor'. On radio History In Focus (14-17. Tues. 2.20-2.40) concentrates on Cities and Technology &

Society. Learning About Life – yuk! (14-16. Thurs. 2.40-3.00) includes Learning to be a parent (that's what I need), The growing child and Deprived children. The likeliest looking series is just called Man (10-12. Thurs. 11.20-11.40) and is in two parts – Experience of a present-day family in Western Europe and Life in an Indian village today. There is also a series called Russian Journey (13-16. Thurs. 10.45-11.00) in Radiovision (which means there are film-strips to go with the programmes). The programmes "aim to show something of the lives of the people".

BBC Television offers British Social History (14-16. Fortnightly, Mon. 2.18-2.30, repeated in alternate weeks Weds. 11.00-11.20) on Women's Rights and People and War. History 1917-73 (14-16. Fortnightly, Weds. 2.18-2.38, repeated in alternate weeks Tues. 10.25-10.45) is mainly about China. Parents And Children (FE. Tues. 3.30-3.55. BBC2) includes a programme very relevant to the theme of this issue of SST – What are little girls and boys made of? It is to be transmitted on April 5th. (Quite why this series starts at the end of the Spring term and runs right through Easter I am not sure.)

All-in-all there is not much there to keep them quiet. Back to the blackboard and the handouts. Hard luck!

7 + 7 + 7

The next edition of the Guinness Book of Records should include an entry for the Granada documentary Seven-Up and the most widely shown film in the history of social science. When I was a student I managed to avoid it, though I remember my tutor singing its praises. Since then I have seen it so often I think I know the script off by heart but even now I can still watch it with interest. Seven Plus Seven, the sequel, was longer and less gripping except for the moment when Susie's dog caught the rabbit!

And now folks . . . . Seven Up comes of age. In May Granada will screen a third programme depicting the original seven year-olds now that they are twenty-one. The title, 7 + 7 + 7, is still provisional and the date is not certain but it will probably by May 9th. The intention is to present edited highlights of the first two programmes for an hour before News At Ten and the new material afterwards. (What will they do when their subjects are 84? More to the point, how will we use it in the classroom?)

Personally I cannot wait for the third instalment. Will John be President of the Union? Will Bruce still be sitting on the fence? Will Nicholas still be looking at his feet? Will poor old Susie still be a victim, like the rabbit? Above all, will Tony be a jockey or a taxi-driver?

THE LIVING CITY

Another forthcoming programme which hopefully will not merit my earlier criticisms about educational television is scheduled for January 1978 from the BBC FE Unit. It is called The Living City. The series is to be a study of Leicester in continuity and change and is the brainchild of a marriage between history and sociology in the persons of Profs. Dyos and Banks of Leicester University. GCE Sociology students are regarded as part of the audience it is aimed at and the series will be accompanied by extensive study notes. ATSS has a member on the series' consultative committee. He is Barry Pilbro and anyone wanting further information should contact him at East Ham College of Technology, General Studies Dept., London E6 4ER.

MEDIA STUDIES

An afterword to this spate of news from the global village.

If you are involved in teaching media studies, Allan Pond of Leicester University would be pleased to hear from you. He is particularly interested in existing syllabuses and projected courses and would like to have people's opinions about such studies. Please write to him at 114 Laurel Road, Leicester.

CRAC COMPETITION

The Careers Research and Advisory Council is organising a competition for schools. It is designed to enable young people to (a) broaden their occupational horizons, (b) acquire the skills necessary for finding employment (apply for membership of Rotary!), (c) bring their minds to bear on the problem of alleviating unemployment through community action, and (d) explore the job opportunities in their neighbourhood. The aim is to provide young people with widely differing abilities and skills with competition projects which will give them opportunities for co-operation, discovery and achievement. The competition is designed to fit into a normal careers timetable, but it also lends itself to use by young people following courses in social and community studies, commerce and business studies. Further details from CRAC, Bateman Street, Cambridge, CB2 1LZ.

INVESTIGATION HANDBOOK

I have been sent information by a member about an excellent pamphlet produced by Community Action called the "Investigators Handbook'. As its name suggests this is a guide to how to find out about companies, local authorities, public corporations, directors, councillors, public employees and so on. The information on sources is thorough and the directions for using them clear and concise. Very good value at 30p including postage from Community Action, P.O. Box 665, London SW1X 8DZ.

LANGUAGE ACROSS THE CURRICULUM

Following the note about the NATE Language Across the Curriculum Project in the last issue, the following statement was submitted to a recent meeting of the Council of Subject Teaching Associations by our representative on the Council, Roger Gomm.

"The membership of the A.T.S.S. includes teachers of social studies, community studies,

orld Studies and humanities in the middle and
condary school & of sociology, anthropology,
cial biology, social economics, social policy and
ministration, psychology, & political science in
condary schools, further and higher education.

We would hope that the routine practices of
r members teaching social studies and similar
on-academic' courses approach the recommen-
tions of the Bullock Report where these are
evant. Indeed we would find it difficult to
agine that such courses could be taught
ccessfully without a great emphasis being placed
activities leading to the development of
cussion skills, the ability to read with
mprehension, to construct logical arguments or
recognise and practice different types and styles
communication. Since the success of teaching in
is area relies so heavily on the language skills of
r pupils we are naturally interested in any
ogramme to improve English Language teaching.

Those of us who teach academic courses in the
cial sciences are not only engaged in teaching
tandard English', but also in assisting pupils and
udents to master the specialised vocabulary and
ntax of the social sciences. This latter sometimes
ings us into conflict with specialist teachers of
glish who claim that the use of language by social
entists in unnecessarily esoteric and aesthetically
elegant, while social science teachers claim that
e criteria by which 'English' essays are judged
ow for imprecision, naivety, impressionism and a
eat reliance on the common-sense understanding
the reader. The dissonance between the rules for
iting 'good social science' & those for writing
ood English' in the context of an English lesson
pears to us as an important point for discussions
tween social science teachers and English language
ecialists. For this document however we will leave
e matter with the question: "Who says what is
od English?"; thus pointing to an issue not raised
the Bullock Report. That is the question of who
s the power to define the rules for communication.

We would claim that social science teachers
ve a particular contribution to make to the
rning of and about language. Most of the
commendations of the Bullock Report concern
e pupil learning to use language. We would
ggest that this endeavour should be extended to
clude teaching about language use. Here the
rspectives provided by psycho-linguistics and
cio-linguistics are extremely valuable. These
bjects have now taken their place in the curricula
Teacher education and it seems curious that
ey should be withheld from pupils. We suggest
at such perspectives would assist pupils and
udents to use language reflectively, to under-
and the relationship between language and social
ntext, the nature of language as a means of social
ntrol, the way in which language is the primary
edium through which reality is constructed and to
able to read to comprehend, not only the intention
the writer, but the social and historical circum-
ances under which the writing was produced.

I would still be very pleased to hear from anyone
terested in this area.

ADVISORY PANELS

Two new ATSS Advisory Panels have been formed. A note about the Economics Panel appears below. A Social Work Panel has also been formed with Stella Dixon of Trowbridge Technical College as Chairman. The panel hopes to develop support for social science teachers on the various vocational courses offered in further education. Anyone interested in this Panel should write to Stella Dixon, 18 Pickwick Road, Fairfield, Bath, Avon.

DIARY DATES

Apr.	
5	Sussex ATSS. 6th Form Conference. Research Methods in Sociology. With Colin Lacey and Jennifer Platt. Education Development Building, University of Sussex, Brighton.
12/16	ATSS Easter Course. Social Studies and Humanities in Schools. Loughborough College of Education. With Ian Lister and Barry Dufour.
15/18	Economics Association. Annual National Economics Teaching Course. Neville's Cross College of Education, Durham. Details from Economics Assoc. Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.
May	
14	W. Midlands ATSS. Social Science and Humanities. University of Birmingham School of Education. 10.00.
19	NE London ATSS. AGM. Teaching Social Class and Race Relations. Haringey Teachers Centre, Philip Lane, N15. 5.00.
20	Pressure Groups and British Politics. Birmingham University. Details from Dept. Extra-Mural Studies, Univ. of Birmingham, P.O. Box 363, Edgbaston, Birmingham B15 2TT.
20/22	Decision Making in British Politics. Bristol Univ. Details from Derek Smith, Dept. of Extra-Mural Studies, Univ. of Bristol, 32 Tyndalls Park Road, Bristol BS8 1HR.
28	Modern Studies Association. AGM. Theme – Eastern Europe. Jordanhill College of Education, Glasgow. Details from Mr. O.J. Dunlop at the College.
July	
17/22	New Directions in Political Science. A course for teachers of politics. Univ. of Essex. Details from Joanne Brunt, Dept. of Government, Univ. of Essex, Wivenhoe Park, Colchester CO4 3SQ.
Aug.	
14/20	Field Studies in Teaching Economics. Details from B. Robinson, Worcester College of Higher Educ., Henwick Grove, Worcester WR2 6AJ.
Sept.	
16/18	ATSS Annual Conference. With James Hemming and Geoff Person. Leeds Polytechnic.

ECONOMICS. Vo. XII. Pt. 4. Winter 1976
This issue includes articles on Small Firms' Investment Behaviour and An Alternative Macro-Economic Model for the Classroom. There is also a very comprehensive Guide to Free Resources for Teachers of Economics and Commerce. Although it was prepared for London teachers, it will be of interest to Social Studies teachers throughout the country. Economics is available from The Economics Assoc., Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.

TEACHING POLITICS. Vol. 6. No. 1. Jan. 1977
This edition includes two most interesting articles. In one, Prof. Ian Lister outlines the current varieties of political education and analyses ways which schools have adopted for dealing with the subject — or not dealing with it. In the other, John Sutton, Chairman of The Politics Association, presents a lucid account of the historical background to political education and a statement recommending various courses of action for the future development of the subject.

The contrasts between the two articles are marked even though they cover very similar ground. Lister argues that the future of political education lies in the 'politics of everyday life' by which he means the politics of educational institutions, of the environment, of language, of sex, of the family and of human groups generally. Such a development would be of great interest both for its interdisciplinary implications and for the critical light it would shed on all those areas of life usually regarded as non-political.

Lister's article, then, arrives at a radical role for political education. In contrast, Sutton prefaces his article with a quote from Harry Truman — "If the people can't trust their government, the whole works will fall apart." He then says "The (Politics) Association seeks to end the long neglect of political education as the best long-term means of ensuring that 'the whole works' does not fall apart . . ." Although subsequent remarks qualify this statement they do not erase it. So, to borrow terms from Paulo Freire, it seems to me that Lister sees political education as 'critical consciousness' while Sutton is arguing for it as 'domestication'.

Teaching Politics is available from Sage Publications, 44 Hatton Garden, London EC1N 8ER.

MOST. No. 13. Jan. 1977
This edition of the journal of the Modern Studies Association is devoted to the theme of 'The Individual in Society'. MOST aims to provide its readers with resource material — facts and ideas, though mainly the former. In this aim it does well in its nearly fifty closely-printed A4 pages. Which is fine. But what would you expect under the heading of 'The Individual and Society'? Socialisation? Personality and culture? Social class? The distribution of power? What you get from MOST is Work and Incomes, Money Education, Unions and Working Conditions, Health and Safety, Regulation of Advertising, Fair Trading, Social Security, Local Health Councils, Private Medicine, the Training Services Agency and so on, ending with The Friendly Fuzz. What was that about Devolution? MOST is available from Wilson Jamieson, 46 Randolph Road, Stirling FK8 2AR. Price 75p.

RAIN. No. 18. Feb. 1977
This issue of the Royal Anthropological Institute News contains a lengthy article which argues a distinction between ethnographic films and anthropological films. The article was inspired by a new film called Life Chances by Peter Loizos which is about daily life in a Greek Cypriot village — at least as it was before the Turkish invasion. The other main feature is the 1976 Presidential Address of Christoph von Furer-Haimendorf which is entitled Historical Processes in the Light of Anthropological Re-Studies: Some Himalayan Examples. A far cry from The Friendly Fuzz! RAIN is available from the RAI, 36 Craven St., London WC2N 5NG.

JACK NOBBS writes on the Advisory Panel for Economics
The first meeting was held on Saturday, January 15th, 1977, at the offices of the British Sociological Association, London. The following officers were elected:

Chairman: Jack Nobbs (Norwich)
Vice-Chairman: Jim Murphy (Oxford)
Secretary: Philip Negus (Nottingham)

Chris Farley (Panel Liaison Officer) reporte that Mel Ashbourne (Huddersfield) had intende to be present, but probably had been prevente from doing so because of the wintry conditions One volunteer for the advisory panel had emerge from the appeal in the Social Science Teacher an it was decided to invite him, (Alan Rawel o Cheshire), to the next meeting which will probabl be held in October 1977 when copy for th "Economics" Edition of The Social Science Teache should be available. This edition is to be publishe in February 1978, and I will be very pleased t receive contributions.

A discussion followed concerning the roles o the ATSS and the Economics Association. Th members of the Advisory Panel, who were al members of both organisations, recognised tha the Economics Association was well able to cate for teachers of economics preparing candidates fo GCE (especially at "A" level), but felt that th ATSS Economics Advisory Panel could fulfill distinct need by offering assistance to ATS members who wish to teach elements of economic as part of their social studies or sociology course

Other matters considered by the panel include

(1) The JMB A/O Level Industrial Studies; it wa regretted that the ATSS had not been give longer to advise on the syllabus.
(2) The Understanding British Industry Projec Chris Farley had attended a workshop abou the project and expressed the view that CE was not very clear, at present, about how th

£2,300,000 available to the project should be spent. It appeared that day-release courses were not popular with industrialists.

It was agreed that the chairman of the ATSS Economics Advisory Panel should write to the Resource Director of the CBI asking for details and whether the ATSS could be usefully involved in the project.

(3) The £250,000 Schools Council Industry Project (in association with the TUC and the CBI); the reasons for two such similar projects were not abundantly clear!

I look forward to receiving ideas relating to teaching schemes, lessons, projects, visual aids, games and simulations and other economics materials for inclusion in the SST Economics Edition.

I will also be glad to hear from anyone interested in the work of the Panel. My address is 66 Garrick Green, Old Catton, Norwich.

SOCIETY IN THE SCHOOL

Social Studies and the Curriculum Debate

We present below the text of a statement issued by ATSS in February. Under a covering letter signed by Gerry Fowler, the statement was sent to Mrs. Shirley Williams and other ministers and M.P.'s, to all the participants in the regional education conferences and to nearly two hundred organisations and individuals connected with education. The statement originated in a working party consisting of members of the Executive Committee and the Social Studies Advisory Panel.

The Executive has decided to present the statement at the AGM in September for debate. Amendments, which will require a proposer and seconder who are ATSS members, can be sent to me for circulation in advance. I must receive them by July 23rd at the latest and the Executive will set up a sub-committee to prepare composite amendments if necessary. The revised statement will become the basis of ATSS policy on social studies and will be included in a booklet we hope to publish next year on introducing social studies into schools.

1 INTRODUCTION

1.1 The current curriculum debate has arisen out of demands for a realistic assessment of the contribution which formal schooling makes to the life of the nation. Clearly what is taught in schools, as well as the way it is taught, has and should have, a relationship with the wider society, though this relationship is by no means as straightforward as is frequently supposed.

1.2 At the same time, the contribution of education to the development of the individual must not be ignored. The Annotated Agenda for the debate issued by the Department of Education and Science refers to the responsibility of schools for ". . . preparing children for adult life in its widest sense so that they become responsible members of society and have the knowledge and understanding to handle effectively the personal aspects of their lives". It can only be in the interests of society as a whole that children approach all aspects of their lives — political, social, economic and personal — with confidence and awareness.

1.3 Yet it is being said that the vast majority of pupils leave school with virtually no knowledge of of the social and industrial world around them. Certainly most have little knowledge of current affairs, political debate or the economy, little systematic knowledge of society and how individuals relate to one another and virtually no insight into themselves as individuals. For many, the experience of entering the world beyond full-time education must be very strange. For others, the experience of being in school is strange because of the wide gulf which frequently exists between the school curriculum and everyday life.

1.4 The central question that has been asked in the debate is — what is the best way of ensuring that education meets the requirements of society and the needs of the individual? Part of the answer lies in the content of the curriculum and in relation to this issue the Association for the Teaching of the Social Sciences suggests that the opportunity should now be taken to consider the place of Social Studies in schools. This brief document seeks to draw attention to the contribution which Social Studies can make to the individual and society.

2 What is Social Studies?

2.1 Social Studies is currently taught in some schools in a number of guises, often dominated by historical and geographical approaches. What is now being recognised is that these approaches need to be complemented by the contemporary and more comprehensive perspectives and concepts of the newer social sciences; courses reflecting this view are an emerging feature of Social Studies in a growing number of schools. The ATSS calls for the development of such courses on a more extensive basis and a strengthening of official support for them. The insights and intellectual training offered by such subjects as Anthropology, Economics, Politics, Psychology and Sociology, together with more traditional approaches, should be brought together to create new opportunities for the development of the pupil's social understanding.

2.2 Individual schools will want to integrate the disciplines in various combinations according to their particular resources and circumstances. Likewise, the methods for achieving integration must depend on the context in which it takes place. However, no matter how it is achieved, integrated social science courses can be constructed which will meet the needs of all ability groups and age groups and would thus be appropriate for inclusion in a core curriculum.

2.3 As regards resources for these new developments, the strength of the social sciences in Higher Education ensures a sufficient supply of qualified staff. As for teaching materials, recent and proposed curriculum projects and commercial production for the existing market both suggest that any difficulties which have been experienced in the past are now being overcome.

3 Aims of Social Studies Teaching

3.1 Although there may be a variety of approaches to Social Studies, such courses should embrace the following distinctive central aims:

3.2 Students should develop their understanding of "society", the study of which should include (a) the interaction of the individual and the groups to which he belongs or which may affect his life, and (b) the role of beliefs, values and culture in this relationship.

3.3 Students should be able to draw upon and evaluate a wide range of evidence in trying to understand their own society. This must involve opportunities for students to examine their own experiences and utilise basic skills.

3.4 Students should be encouraged to develop an understanding of the variety of ways of perceiving and organising social life, thus enabling them to examine their own values objectively.

4 Methods of Teaching Social Studies

4.1 Teaching methods and learning styles are perhaps as much, if not more, important in Social Studies than in some other subjects. We believe that the aims of teaching Social Studies are to be achieved via methods of teaching as well as the content of what is taught.

4.2 In addition to traditional teaching methods, students' first hand experience is a relevant base from which to approach the study of society and course construction should take account of this requirement. In reflecting on their experience, students will develop skills of communication and self-expression both verbally and in writing.

4.3 Some of the necessary skills for dealing with evidence are knowledge and evaluation of the methods of collecting and presenting data. Amongst other things, this will involve students in making use of statistical and graphical methods of data processing and presentation.

4.4 Teaching methods could ensure that the skills referred to above have an application in everyday life by encouraging students to engage in active enquiry and investigation of social phenomena. The use of first hand experience and the development of the skill of evaluation should also encourage the student to play a more active part in his own learning and involve him in the life of the community.

5 Assessment of Social Studies

5.1 The range of skills and activities outlined in the previous sections covers cognitive and affective areas. This means that a wider variety of assessments should be available for students. We recognise the necessity of not only extending the range of assessment techniques but also improving them in the interests of all concerned. We urge that the Assessment and Performance Unit be asked to look into this area of the curriculum at the earliest possible time. We believe that periodic assessment of students' performance may be made more effective by some form of profile in which a
number of dimensions of ability and progress ma
be assessed.

6 Social Studies and Industrial Society

6.1 Sir Alex Smith has said "we need to teac
children that industry is part of the social fabric.
It is now widely acknowledged that some unde
standing of industrial society needs to be taugh
What is less clear is *who* is going to teach it. Socia
Studies is an area of the curriculum in which wor
of this nature is being carried out and one whic
would justify considerable development in th
future.

6.2 Part of the irony of the current debate li
in the fact that Social Studies is one of the fe
subjects which has attempted to make th
meaningful relations between education and every
day life, which are now being demanded. Y
Social Studies, like Technology, has tended t
remain a low status subject. Social Studies coul
however provide an understanding of industri
society in its fullest sense through the use of th
analytical concepts of the social sciences. Such a
approach to teaching about the nature of industri
society would, we suggest, be more genuinel
educational than a mere training for society
it exists.

6.3 We regard this approach as a direct preparatio
for working life. In the first place, there are
number of specific jobs for which Social Studies
a relevant precursor – teaching, the police forc
nursing, managerial, planning etc. In the secon
place, since people in the future may need
change their jobs several times, they will need th
broad awareness and flexibility that Social Studi
can offer. The performance of British Indust
over the past twenty-five years indicates that th
is as much a requirement in the education of futu
managers as it is of workers on the production lin

7 Conclusion

7.1 Some contributors to the current debate hav
by implication, been critical of Social Studies. W
believe such views to be misguided and have tri
to show why. The long term future of an industri
nation requires that education concern itself wi
the total social fabric and the entire range
personal encounters, not merely partial aspects
them. What is more, it seems unlikely that t
social structure of advanced industrial societies
going to become less complex. Rather, patter
of work and leisure will require a population whi
is more than just literate and numerate. Som
further quality will be increasingly required in o
society. "Sociate" might be the right word bu
whatever we call it, students who have a systemat
grasp of the historical and social matrix in whi
they live are likely to be people who can susta
and enhance the quality of life for everyone. F
this reason an integrated Social Studies drawing
the intellectual wealth of the newer social science
should be part of the educational experience
every school child.

February, 1977.

CORRESPONDENCE

Dear Editors,

James McKernan, in his review of Cultural Studies and Values Education, suggests that the Humanities Curriculum Project position is fraught with confusion. I think it important – since the confusion is obviously in his mind – to straighten him out a little, because the ATSS Journal is an important forum.

In the teaching explored by the Project, the teacher is not a disinterested bystander, but a responsible, though neutral, chairman. His task is to enable a discussion group to pursue the understanding of social situations, of human acts and of controversial value issues in the light of evidence rather than in reaction to the authority of his own views. The technique of doing this is not easy to acquire, but a fairly large number of teachers have become master of it. It is important that he believes in the students' responsibility to enter into their own commitments in areas where he himself has deep commitment. McKernan is quite wrong in suggesting that within the strategy explored by the Project the teacher argues for various sides. This "devil's advocate" position appears to be in direct conflict to the Project as it involves the teacher in the insincerity of advancing views which are not his own.

In spite of McKernan, the teacher is not primarily interested in creating group discussion, but is pursuing an aim of understanding, and accepting the responsibility for examining philosophically the nature of this aim. There is no suggestion whatever that all opinions are equal – a manifest absurdity – but that the way to more adequate views and understandings is through reflectiveness fed by reasonableness and sensitivity. Making the assumption, which McKernan appears to share, that some opinions are clearly more rational and reasonable than others, the assumption is that such opinions are likely to be reached by the use of reason.

In the case of Northern Ireland, it may be that McKernan is arguing that there are certain points at which the issues are not controversial. If this is so, then of course the case for neutral chairmanship breaks down in terms of its premises. However, it is still worth considering whether a confrontation between teacher and pupil on an issue deeply felt by both is the best means for the educator to take if he wishes to promote more reasonable and more humane views.

It would be trying your patience to take more space here, but it is easy to find out about the Humanities Project in spite of McKernan's obvious neglect to do so.

Yours faithfully,

Lawrence Stenhouse,
Centre for Applied Research in Education,
University of East Anglia.

Dear Editors,

Readers of your recent publication **Sociology: The Choice at A-level** may have noticed a statement in my paper to the effect that "JMB planning makes no allowance for students on shortened A-level courses in further education" and that "the target for the JMB is always the 16-18 year-old taking a two-year course in school". The point I wished to make was simply that the remit for the A-level Sociology planning group was a syllabus appropriate for the 16-18 year-old sixth-former. Of course, I would not wish to imply that JMB are insensitive to the needs of further education; their current developments in Ordinary (Alternative) syllabuses testifies to their wish to cater for more mature, atypical students, many of whom are in further education.

Yours sincerely,

Ian Shelton.

PENGUINS ON WOMEN IN SOCIETY

AGAINST OUR WILL
Men, Women and Rape
Susan Brownmiller

'... a conscious process of intimidation by which all men keep all women in a state of fear.'

Penguin Non-Fiction 95p

'JUST LIKE A GIRL'
How Girls Learn to be Women
Sue Sharpe

'Shows how girls are steered into *women's jobs* and how they learn to aspire after a home and family as the most important goals ...' – Guardian

Pelican Original 95p

HOUSEWIFE
Ann Oakley

'Fresh and challenging account of the housewife's social role and individual identity' – Economist

Pelican 80p

WOMAN'S ESTATE
Juliet Mitchell

'... sets the Women's Liberation *movement in its historical context.'* – Times Educational Supplement

Pelican Original 60p

THE RIGHTS AND WRONGS OF WOMEN
Edited by Juliet Mitchell and Ann Oakley

'... diverse and thought-provoking anthology ... should provide an excellent reference for feminists and serious academics alike' – Hibernia

Pelican Original £1.25

WOMEN, RESISTANCE AND REVOLUTION
Sheila Rowbotham

A wide-ranging survey of the roots of inequality and the long, but sporadic struggle to overcome it

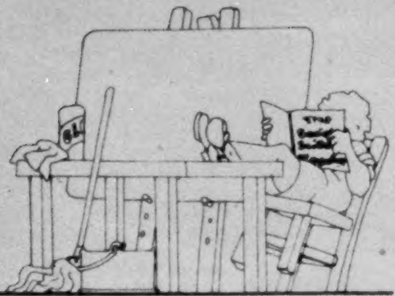
Pelican 80p

WOMAN'S CONSCIOUSNESS, MAN'S WORLD
Sheila Rowbotham

Discusses the position of women in capitalist societies and the part they play in maintaining commodity production

Pelican 60p

Now available from your local bookseller



ARTICLES

PERSPECTIVES ON THE FAMILY

by Rachel McCracken,
John Howard School, Clapton

One of the questions that preoccupies teachers of sociology, especially at Advanced Level, is what material do we teach, or more particularly, what sort of sociology do we teach?

This question becomes more acute when we attempt to teach the sociology of the family. One is immediately confronted with a vast volume of material — should we teach Fletcher or Cooper or the view of some women's liberationists or all three? On the one hand there are the demands of the syllabus, on the other there is what we consider to be a "good" sociology in the sense that it is informing students that there are different perspectives within the discipline.

The recent "A" level papers have definitely moved in the direction of encouraging students to be familiar with the different perspectives in sociology. Here is a question from the AEB June 1976 paper:

> "Psychological intimacy between husband and wife, an intermingling of their social worlds and a more equitable distribution of power in marriage are undoubtedly areas in which marriage in general has changed. But the importance of women's enduring role as housewives and as the main rearer of children continues. Inequlity in this area is often overlooked." (Ann Oakley, **Sociology of Housework**) Discuss.

However, my main argument in this paper is that, although there has been this move towards an acceptance of *some* of the ideas of women's liberation in the "A" level syllabus and in sociology, generally mainstream sociology still has an inadequate and rather superficial analysis of the family.

A great deal could be written on the direction that most sociology of the family has taken: I am going to sketch only a very brief outline here.

Until recently, most sociology of the family was within an overall structural-functionalist perspective, the major theorist being Talcott Parsons. Again, there have been many criticisms of functionalism and I do not propose to consider these in any detail here. The main criticism that concerns us is that functionalism has tended to emphasise social stability at the expense of social change. The following example demonstrates this with regard to the family:

> "Absolute equality of opportunity is clearly incompatible with any positive solidarity of the family. Where married women are employed outside the home, it is, for the great majority, in occupations which are not in direct competition for status with those men of their own class. Women's interests, and the standard of judgement applied to them run, in our society, far more in the direction of personal adornment . . . . It is suggested that this difference is functionally related to maintaining solidarity in our class structure". (1)

Therefore, the inequalities between the sexes are "functional" as they help to keep the social structure as it is.

A considerable amount of sociology literature has centred around the debate on whether the family is on the decline or not. Ronald Fletcher in his book **Family and Marriage in Britain** argues that the family is better adapted to the needs of individuals than it was in the past. The modern family performs its "functions" far more efficiently than the Victorian one. He writes:

> "I conclude then, that the idea that the family in Britain has been "stripped of its functions" during the process of industrialisation is false. Both in the sense of being concerned with a more detailed and refined satisfaction of the needs of its members, and in the sense of being more intricately and responsibly bound up with the wider institutions of society, the functions of the family have increased in detail and importance." (2)

To give Fletcher his due, he was against the moralists who maintained that the decline of the family was the source of all our problems and he does present quite a skilful case against them. However, the overall picture he portrays is one of the "happy family" — the family best suited to the needs of modern society.

In this 'rosy' picture, he stresses the equality of husband and wife in marriage today compared with the situation in the nineteenth or early twentieth century:

> "In the modern marriage, both partners choose each other freely as persons. Both are of equal status and expect to have an equal share in taking decisions and in pursuing their sometimes

> mutual, sometimes separate and diverse tastes and interests." (3)

Other sociological studies such as Elizabeth Bott's **Family and Social Network,** and much later Young and Wilmott's study of the symmetrical family (published as recently as 1973), have tended to continue "the happy family" picture, particularly stressing the equality of the husband and wife relationship. (4) Considerable doubt has been thrown on these studies recently by Ann Oakley's study **The Sociology of Housework** which emphasises how women still tend to have the main responsibility for housework and the rearing of children. (5)

While sociologists would not dream of ignoring Marx's work on stratification, they have tended to bypass the work of Marx and Engels on the family. Possibly this has been because the family is such a heavily loaded emotional subject. As Marx and Engels said: "Abolition of the family! Even the most radical flare up at this infamous proposal of the Communists!" (Manifesto of the Communist Party.)

Most of Marx and Engel's work on the family concerned how the present form of family was the most convenient one for the present economic system – capitalism. It was this dominant form of economic organisation that influenced personal relationships and family life. In **The Origin of The Family, Private Property and The State** Engels maintained that capitalism has completely distorted the ways in which individuals experienced sexual love. Love had become confused with possession and thus morality was bound by external codes not by relationships between people. Engels also asserted that the oppression of women was tied up with the idea of private property. The monogamous family was the result of the private ownership of property. Monogamy has meant the subordination of women as property, based on the supremacy of man so that *his* children could inherit *his* property. Later, anthropological evidence has thrown doubt on Engel's work on the family (see Evelyn Reed's introduction to **The Origin of the Family, Private Property and The State,** P.17). To date, marxism remains the most influential and powerful attack on the class structure of our society. Therefore, the marxist approach to the family needs to be considered. It has indeed provided the basis for many other subsequent "critical" approaches to the family, especially those of the women's liberation movement.

Engel's work began to receive a new recognition in the late 1960s and early 1970s when the whole debate about the family and women's position in society began to accelerate. While sociologists were debating the reasons for the rise in the divorce rate, and whether or not the State had taken over the functions of the family, other voices, outside the field of sociology were beginning to assert that the family had not broken up, but maybe it was about time it did. In 1967 Laing wrote:

> "A family can act as gangsters offering each other mutual protection against each othe violence. It is a reciprocal terrorism with t offer of protection – security against t violence that each threatens the other with, a is threatened by, if anyone steps out of line." (

And:

> "The family's function is to repress Eros: induce a false consciousness of security: to de death by avoiding life: to cut off transcendenc to believe in God, not to experience the Voi to create, in short, one-dimensional man: promote respect, conformity, obedience: to c children out of play: to induce a fear of failu to promote a respect for work: to promote respect for 'respectability' ". (7)

In 1971, Cooper's **Death of the Fam** appeared. He stated:

> "The bourgeois nuclear family unit (to something like the language of its agents academic sociologists and political scientis has become, in this century, the ultimat perfected form of non-meeting and therefo the ultimate denial of mourning, death, bi and the experiential realm that precedes bi and conception . . . . The power of the Fam resides in its social mediating function. reinforces the effective power of the ruling c in any exploitative society by providing highly controllable paradigmatic form for ev social institution. So we find the family fo replicated through the social structures of factory, the union branch, the school (prim and secondary) the university, the busin corporation, the Church, political parties a governmental apparatus, the armed for general and mental hospitals and so on. Th are always good or bad, loved or hated 'moth and 'fathers', older and younger 'brothers' 'sisters', defunct or secretly controll 'grandparents'." (8)

At the same time, a powerful criticism women's role within the family was coming fr the growing women's liberation movement.

The importance of these more recent critiq was that they not only focussed on the 'exter factors of the family, as Engels had done, i.e. relationship between the family and the econo but they also attempted to analyse 'the experien or 'the internal dimensions' of the family. Coo wrote: "Families are about the inner and outer". (9)

Some of the feminists, and Laing and Coo were trying to understand the effect the family on the experience of its members. The emphasis experience does not exclude an analysis of family's position in wider society – these perspectives can be considered as complementa As Juliet Mitchell writes in **'Woman's Est** "Emotions cannot be 'free' or 'true' in isolati they are dependent today on a social base imprisons and determines them". (10) Our experience of the social world is formed conditioned by our environment. Our way of experiencing the world is learned in the family. This is the message of Laing's **Politics of Experience**.

Recently sociologists have begun to acknowledge the importance of the work of anti-psychiatrists, particularly for studying the family. Some have tried to incorporate it into an overall structural-functionalist perspective, grouping Laing and Cooper under 'dysfunctions'. However, I would agree with D.H.J. Morgan that if we do this, the full implications of the more critical literature get lost. As he states in **Social Theory and the Family**: "Dysfunction would be far too mild a term to describe Laing and Cooper's account of the disastrous effect of the institution of the family". (11)

This is not to say that functional analysis of the family should be completely discarded. However, it is not the *only* perspective in sociology, and thus when studying the family it should not become the sole way of analysing it either. It is difficult to look for an alternative. One possibility is phenomenological marxism. As yet, as a sociological theory, it is in very early stages. Barry Smart, in **Sociology, Phenomenology and Marxian Analysis** points out that there have been various attempts to synthesise the two approaches (marxism and phenomenology), such as Paci's **The Function of Science and the Meaning of Man** (1972), which focusses on the common interests apparent in Husserl's and Marx's writings.

There is space here for only a brief consideration of this synthesis. Marxism's primary focus has been on how the capitalist mode of production has made the worker into an object — to be used by the capitalist class. Man is a product of his material circumstances. Marxist analysis is dialectical, i.e. although man was the product of material circumstances, he was also the creator of them. Husserl too emphasised how man had been made an object — not for capital but for science. He emphasised that the only 'real' world, that is the one given through perception, had been replaced by the "mathematically subtracted world of idealities." Later, phenomenological sociologists have emphasised how the objective is a subjective or inter-subjective construction. The social world is not "out there", independent of the individuals experiencing it, it is constructed by intersubjective communication and action. (12) Marx too emphasised how society had become an abstraction, set up in opposition to man. Society only *appears* to be external to man; in reality it is produced and constructed by him to the same extent that he is conditioned and determined by the social structure.

But what relevance has this to the family? I would contend that a phenomenological marxist perspective has great potential for analysing the family — particularly if we want to link the work of Laing and Cooper into a wider critical sociological perspective.

Marxist analysis of the family, in common with mainstream sociology, has merely focussed on the "external features" of the family — principally the relationship between the family and the economic structure. Laing and existentialist approaches have tended to emphasise the "internal" aspect of the family, and how the family shapes the experience of its members. Laing writes: "Human beings relate to each other not simply externally, like two billiard balls, but by the relations of the two worlds of experience that come into play when two people meet". (13)

Phenomenologists have emphasised how the social world is the product of human activity, while everyday reality might appear to be something fixed "out there", it is in fact being constantly re-created and constructed. The existentialist approach to the family stresses how it is through the family that children learn a view of reality that is inevitable and given. It is the family that determines our early experiences and helps to shape our view and interpretations of the social world. "We experience the objects of our experience the objects of our experience as *there* in the outside world. The source of our experience seems to be outside ourselves" (14)

Much of the literature of the women's movement that documents the experience of women can also be placed into a phenomenological-marxist perspective. A particular example is Simone de Beavoir's **The Second Sex**, which claims to take an existentialist approach to woman's position. She writes of a woman's sexual experience:

> "And more especially she longs to do away with the separateness that exists between her and the male. She longs to melt with him into one. As we have seen, she wants to remain subject while she is made object. Being more profoundly beside herself than is man because her whole body is moved by desire and excitement, she retains her subjectivity only through union with her partner; giving and receiving must be combined for both. If the man confines himself to taking without giving, or if he bestows pleasure without receiving, the woman feels that she is being manoeuvred, used, once she realises herself as the Other, she becomes the inessential other, and then she is bound to deny her authority." (15)

Here an existentialist or phenomenological* perspective helps us to understand the experience of woman: how she experiences herself as an "object" for man.

The marxist perspective could then be used to answer the question "in what circumstances does this sort of experience (as documented by Laing, Cooper et al) take place?" To look at the "internalised" aspects of the family, or the experience of its members does not mean that issues such as the relationship between the family and the economy are neglected. The critical perspective is merely extended to take into account inner as well as outer dimensions.

---

* I am aware that in many places I have made it appear that phenomenology is synonymous with existentialism. There is a problem of defining phenomenological sociology, as there is no *one* phenomenological perspective and it might diverge considerably from existentialism (which also has many different interpretations). For the sake of simplification, I have not entered this debate here.

Therefore in conclusion I would say that there are several ways in which phenomenological-marxist analysis can be a useful perspective on the family.

a) Mainstream sociology has been concerned with the external features of the family or the family "out there". If literature that is concerned with the *experience* of family members is going to be looked at, a perspective is needed that can take into account internal as well as external features. The phenomenological perspective, with its emphasis on understanding the social world as experienced by persons, provides this.

b) Both phenomenology and marxism stress how the social world *appears* to be external, fixed and unchangeable. It is in the *family* that we learn a view of the social world that is usually presented and inevitably and given.

c) Marxism and phenomenology together provides a perspective for social change rather than social stability. Marxism advocates a change in the relationships of production in society. A phenomxenological approach has the potential for proposing changes in the relationships between individuals. A marxist-phenomenological perspective emphasises both types of change, not one to the exclusion of the other.

Finally, there are bound to be many problems in attempting to teach the family within this perspective. Phenomenological marxism as a theoretical perspective is in its very early stages. Also a problem is that most of the contributions towards understanding the "internalised" aspects of the family have been made by psychoanalysts or people working in this tradition: some might argue therefore that such a study belongs to psychology rather than to sociology. I would contend that the importance for sociology lies in the assertion that many of these experiences, perceptions and patterns of behaviour that we learn to think of as individual and personal are not: they are social in the sense that they are present in large numbers of persons.

However, I would agree with D.H.J. Morgan that the distinction between the sociological, the social psychological and the psychological becomes blurred, but would assert as he does that writers dealing with these issues are clearly of concern to sociologists.

Within these problems are also advantages. The blurring of distinctions between the sociological and the psychological can be a topic for debate and discussion. Teachers and pupils might be encouraged to work out their own ideas because of the lack of a unified theoretical perspective — and this in itself could be a stimulating experience.

References

(1) Talcott Parsons "An Analytical Approach to the Theory of Social Stratification" American Journal of Sociology, Nov. 1940.

(2) Ronald Fletcher **Family and Marriage in Britain** Penguin 1969, p.222.

(3) Ibid, p.139.

(4) Elizabeth Bott **Family and Social Network** Tavistock 1971.
Young and Wilmott **The Symmetrical Family** RKP 1973.

(5) Ann Oakley **The Sociology of Housework** Martin Robertson 1974.

(6) R.D. Laing **The Politics of Experience** Penguin 1970, p.75.

(7) Ibid, p.55.

(8) D. Cooper, **Death of the Family,** Penguin 1972, p.6.

(9) Ibid, p.22.

(10) Juliet Mitchell **Woman's Estate** Penguin 1971, p.38.

(11) D.H.J. Morgan **Social Theory and The Family** p.115.

(12) Barry Smart **Sociology, Phenomenology and Marxian Analysis** p.86.

(13) Laing, op.cit., p.53.

(14) Ibid, p.33.

(15) Simone de Beauvoir **The Second Sex** Penguin 1968, p.417.

LORDS AND LADIES OF CREATION

by Roger Gomm.

Stevenage College of Further Education

Anthropologists have always been interested in creation myths — those stories people tell about the beginnings of their world and which explain the origins of their most important social institutions. This is part of the Yanomano creation myth:

> "At the beginning of the world . . . there were only fierce men, formed from the blood of the moon. Among these early men was one named Kanaborama whose legs became pregnant. Out of Kanaborama's left leg came women and out of his right leg came feminine men — those Yanomamo who are reluctant to duel and who are cowards in battle" (Harris 1975)

And here is part of what became of the Christian creation myth:

> "When the woman saw the fruit of the tree was good to eat and that it was pleasing to the eye and tempting to contemplate, she took some and ate it. She also gave to her husband some and he ate it. Then the eyes of both of them were opened and they discovered that they were naked; so they stitched fig-leaves together and made themselves loin cloths.
> God said 'Who told you that you were naked? Have you eaten from the tree which I forbade you?'
> The man said; 'The woman you gave me for a companion, she gave me fruit from the tree and I ate it'.
> Then the Lord God said to the woman. 'What is this that you have done . . .?'
> To the woman He said, 'I will increase your labour and your groaning and in labour you shall bear children. You shall be eager for your husband and he shall be your master' "

Both myths put women firmly in their place, but we need not take them seriously because the Yanomamo myth makers had nothing better to guide them than cocaine intoxication and their male chauvinist prejudices, and the ancient Jews relied on their male chauvinist prejudices and burning bushes and such like. Anthropology being the business of giving accounts of social life superior to those of the natives, it is not surprising that anthropologists should have developed their brief to provide us with better creation myths:

> George Peter Murdock: "Let us go back to Adam and Eve. In the very beginning they may have started out to do the same tasks. But presently there was a child on the way, and as Eve's movements began to be slowed up, the heavier tasks were no longer possible for her. To Adam fell largely the jobs of fighting off dangerous beasts, killing and bringing in big game, moving heavy rocks etc. When the child was born, Eve had to nurse it, and her movements continued to be impeded and limited and by the time the first baby was weaned, there was probably another coming along. So regardless of how equally Adam and Eve might have started out to do the same jobs, they would have fallen into more or less divergent patterns of activity (Murdock 1937)

'Cheerio love, just going out to heave a few heavy rocks about'

Anthropologists share their myth making with psychologists, biologists, ethologists, liberationists and chauvinists so that these days there is an embarrasement of creation myths around, centering on sexual dimorphism. How nice it is to see professional scientific interest being taken in the matter. Twentieth century society deserves creation myths based on the best scientific evidence. Here is Arianna Stassinopoloulos acknowledging her debt to the scholarship of Corinne Hutt, who in turn cites all the best authorities.

> "It is inconceivable that millions of years of evolutionary selection during a period of marked sexual division of labour have not left pronounced traces on the innate character of men and women: Aggressiveness, and mechanical and spatial skills, a sense of direction and physical strength are qualities essential for a hunter; even food gatherers need these same qualities for defence and exploration. The prolonged period of dependency of human children, the difficulty of carrying the peculiarly heavy and inert human baby meant that women could not look after their children and be hunters and explorers. Early humans learnt to take advantage of this period of dependence to transmit rules, knowledge and skills to their offspring — women needed to develop verbal skills, a talent for personal relationships and a prediliction for nurturing . . . . The (baby) girls (show) greater responsiveness (to the cry of another baby). It is as if the girls were responsive to the sound in the same way a mother has to be; the boys react rather to visual stimuli like their hunting ancestors" (Stassinopoulos 1972)

Hence we see clearly the dominant male and the feminine woman created out of the exigencies of our hunting past and it is good. As Stassinopoulos so Eysenck: "Women might find that if they cannot beat nature, they might benefit by joining it" (Eysenck 1975)

But Marvin Harris puts a more sinister twist on the same data: "Human nature is destiny under cultural conditions. When warfare is the predominant means of population control and when technology consisted primarily of hand held weapons, male chauvinist life styles were necessarily ascendant" (Harris 1975)

So it's a male chauvinist plot after all. Superior male strength and aggressiveness are not functional adaptions for bringing home the meat and heaving the heavy rock and thus male dominance is not a necessary condition for survival. Rather men are dominant because they are big and aggressive, and their warlike ways bump off enough other big aggressive men to keep the population within the bounds of its food supply. The moral implications of this tale are quite different from Stassinopoulos' – "In so far as neither of these conditions are true of today's world, liberationists are correct in predicting the decline of male chauvinist life styles" (Harris).

Now note that all these myths take a common form. Their scenario is set as far back in time as possible in a period for which it is quite impossible for anyone to gather convincing data about male-female behaviour, selective pressures etc. What happened then is reconstructed from a careful selection of ethnographic data, with the life style of some ape or other added in, and then tied up with the literature about physical and psychological measurement of sex differences in today's populations. The key stone of a good creation myth is the relation of sexual dimorphism to the survival of the species. Ann Oakley in 'Sex Gender and Society' makes a gallant attempt to relate *minimal* innate sexual characteristics to the survival of the species, as giving humanity a flexibility not shared by other species, but is doesn't quite measure up to the correct mythic formula.

Professor Desmond Morris Doctor of Philosophy shows us how in the Daily Mirror under the headline "THE SHE-MALE: After a million years woman is a hunter" (of men apparently if you read Sheila Duncan's contribution to the double page spread, and certainly if you read the rival feature in the Sun).

> Morris says: "The man went off to hunt for meat while the female stayed near the tribal home gathering vegetable foods from close by, caring for the children and preparing their meals. This sounds rather like the 'little woman' situation, but was it? The females were not shut up in small boxes high up in tower blocks, or far out in the faceless suburns. They were all together and their children were all there playing around the home base. The prehistoric female was forced to be active, intelligent and resourceful like her male counterparts. She was not pushed into a boring inferior role and shut away in a social backwater. Her male depended on her 'earnings' just as she depended on his. It was an equal partnership and she was at the very centre of society.

Then unfortunately we invented agriculture and civilisation.

> "Because of the way in which society had changed, the ancient partnership had lost its perfect balance and she was suddenly at the male's mercy" While "Male hunting expanded into the excitements of masculine careers and adventures", "Female food gathering sank to the level of pushing a pram round a supermarket" But now "Most women want to remain women. Not drap little house-trapped twitterers but true females with verve and drive and involvement, above all involvement" (Morris 1976)

So there you have it: either males are naturally more aggressive than females and dominate them which is natural and good, or its not a good thing, or they are only more aggressive because they are socialised that way. And either women are naturally better mother than men, and that's a good thing, or they are not and its a plot to keep women in their place at home, and that their natural instincts are re-asserting themselves and demanding liberation, or their natural instincts are repulsed by the very idea, or they dont have any instincts. I think its splendid that we have such painstaking and dispassionate scientists writing our myths for us these days, capable of discerning the incontestable truth and transcending sexual bias.

Me? O I'll just pop out and heave a few heavy rocks about and keep my eyes open for the next burning bush.

Harris. M. 1975 "Cows, Pigs, Wars and Witches" Hutchinson.

Stassinopoulos. A. 1974 "Female Woman" Fontana.

Hutt. C. 1972 "Males and Females" Penguin.

Oakley. A. 1972 "Sex, Gender and Society" Temple Smith.

Murdock. G.P. 1939 "Comparators Data on Division of Labour by sex" Social Forces Vol. 15, No. 4.

Eysenck. H. 1973 "The inequality of man" Temple Smith/Penguin.

Morris D. 1976 "The She-Male" Daily Mirror, March 8th.
1976 "The Huntress: a compelling new series on the last of the sexual revolutions" Sun, March 8th.

X ROLES AND SCHOOLING:
INVESTIGATION OF SOCIAL SCIENCE
XTBOOKS

A. Marianne Kjellgren

roduction

s article is concerned with how sex roles are
eotyped in Social Science textbooks for
ondary schools. Pictures and treatment of
men are investigated in ten textbooks. Pictures
considered important because although many
ils never read all the text in their school books,
y are nevertheless likely to be familiar with the
tures. It is also assumed that pupils identify
re easily the visual material than with ideas put
ward in a text.

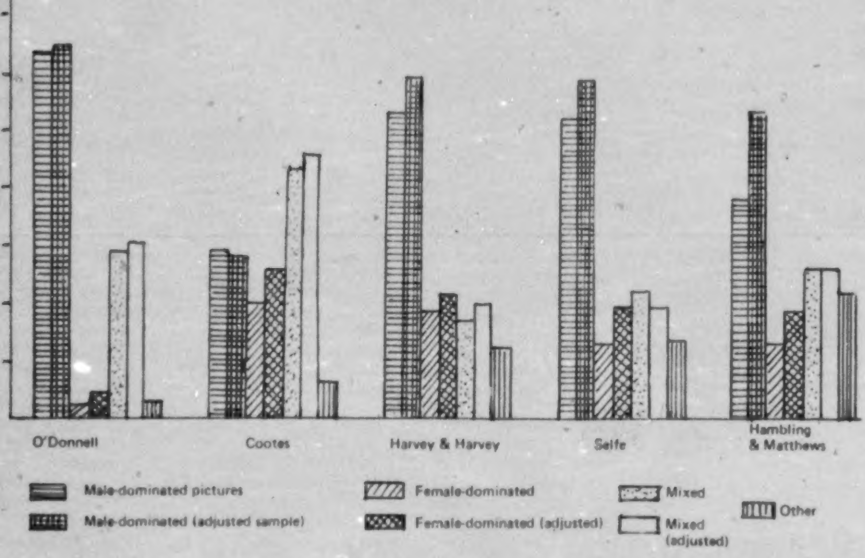
Boys and girls in secondary schools have
ady acquired stereotyped ideas of male and
nale behaviour. But adolescence is also a time
en young people are looking for identities of
ir own. The prototypes put forward by the mass
dia are unfortunately not very likely to challenge
stereotypes which most homes conform to and
ch are reinforced by children's literature and
y school experiences (1).

From this background it would seem that
hors of textbooks in general should try to avoid
eotyped sex roles and to use balanced visual
terial. Social Science textbooks are of course in
osition where sections on the emancipation of
nen are relevant. Such sections ought to include
causes and effects of discrimination, a detached
cussion of sex roles with relevant documentation
of the discrepancy between learned and innate behaviour, and an account of the arguments forwarded by women's groups. Much resistance to equality comes from women themselves: to a large extent this is probably due to distorted reports in the press, and perhaps not least a fear of the unknown. This can be counteracted only by information geared to both girls and boys, but above all designed to boost the confidence of girls.

Distribution and Content of Pictures

Five of the books analysed contained pictures. The distribution of pictures between the categories: male-dominated, female-dominated, mixed and other, showed that the majority were male-dominated. A picture was considered male-dominated if the central figure was a man with his name written underneath or when the number of men in the picture greatly exceeded that of women. The one case where male-dominated pictures were not in the majority was Cootes **The Family,** where a large number of wedding and family pictures put mixed-sex pictures in the lead. This was also the book where the difference between male-dominated and female-dominated pictures was the smallest. (29% male and 20.5% female) The greatest difference in numbers of male and female-dominatd pictures was found in O'Donnell **The Human Web,** where 64% of all pictures were male-dominated and only 3.6% were female-dominated. In all cases but one the number of mixed-sex pictures exceeded the number of female-dominated pictures. The exception was Harvey and Harvey

DISTRIBUTION OF PICTURES



Government and People where those two categories were almost equal.

There was likely to be some distortion in the distribution of pictures with the depiction of different cultures and historical periods, where men are even more dominant than in our own society. For example, to illustrate the Eskimo way of life the men are shown building igloos, fishing, hunting and paddling their kayaks, whereas the women are shown carrying their babies in their hoods, otherwise appearing only in mixed pictures. Yet if one compares only pictures of people from modern Western society, on the grounds that schoolchildren in Britain will identify more easily with these, the trend is the same (see diagram). With the exception of Cootes, the textbooks contained between two and three times as many male-dominated as female-dominated pictures.

The content of pictures, disregarding the accompanying text, point to some rather discouraging trends. As a rule men are pictured in positions of authority while women take up the less distinguished roles. The obvious exception is the Queen, and without her the statistics would have been even more in favour of male-dominated pictures, since she appears on three of the five pictures of women in positions of authority. The 1970 Cabinet appears in several books, and that contained only one woman, nor are women more in evidence in pictures of the Opposition, the UN General Assembly, trade union conferences or similar bodies. Judges are very popular: they appear again and again and they are all men. There is the occasional woman magistrate, but lawyers are all male. Pictures of policewomen involve different activities from those of policemen: policewomen are talking to children and lifting a child up so that he can pat the horse on which a policeman sits, or they are giving evidence in court. Policemen drive motorbikes, investigate road accidents and hold back crowds. In all pictures of both sexes in positions of authority, women are outnumbered by men, just as in real life.

The same tendency is apparent in illustrations of political action like demonstrations, lobbying and voting. Apart from two pictures of women's liberation demonstrations and one picture of a woman voting (the returning officer was of course male) all pictures are of men, or are mixed, with more men than women. Pictures of men and women at work follow a depressingly stereotyped pattern. The men are doctors, computer-programmers, teachers and car-workers. The women are nurses, secretaries, look after children or pack chocolate bars. Children are occasionally pictured in the arms of a man in a family group, but there was only one case where a man was seen in a play-ground (2). Nowhere was a man seen pushing a pram or doing the shopping, as one sometimes sees in real life; and in the picture where a man was seen washing up while the woman was holding the baby, he is described as "thoroughly domesticated" (3) as if he were a house-trained animal. In a few pictures in Hambling and Matthews **Human Society**, women are seen digging the street and driving a tram; it is however pointed out that this is unusual (4), which rather spoils the effect these pictures could have had on pupils' stereotypes.

Leisure activities also follow convention although Hambling and Matthews have a better spread than the others. Two books have very unattractive pictures of bingo crowds with old fat women very much in evidence. Women are very seldom pictured as being aggressive, deviant or criminal. Exceptions are Hambling and Matthews where women as well as men are pictured as drug addicts (6), and Harvey and Harvey, where one picture shows one woman and four men who are criminals (7). Women are more often seen as passive, deprived and in care. They are shown as pathetic, being attacked, chatted up or taken care of, (three books contained pictures of old women in homes, but there were no such pictures of men.

The general conclusion from this is that pictures follow reality, and by doing so deprive children of alternative sources of identification. It is true tha women are underrepresented in Cabinets, courts political parties and unions and that the majority of doctors, computer-programmers and shop stewards are men, but in order to bring about any changes, material must be made available showing women in these situations so that boys and girl can get used to them, and so that girls have examples to identify with. The same applies t boys: pictures of male nurses, male typists, and fathers changing nappies would help them not t get caught up in the net of sex-stereotypes.

Treatment of Women in the Text

The method used for the analysis of the treatmen of women in the text was to look up entries fo women or wives in the index and then read th listed pages. Sometimes there would be no entry for women, but women would appear as subdivisions of entries like work or family. Harvey and Harvey has no index and was for that reason no included in this analysis. It is however worth mentioning because of its different approach where information about the political system i given through the experiences of a key person. Th daughter of the key person in this book is politically active young lady who during the cours of the book joins a party, becomes involved in th research department of this party and is elected t a Borough Council. (She does however conform enough to the stereotype to get married and have baby.) It was encouraging to see a girl in a key rol of this type. Two books did not have entries fo women at all. They were Barry Sugarman **Sociology** a small paperback of only 94 pages, and, somewhat surprisingly, Peter Worsley (ed) **Introducin Sociology**. Sugarman's book is unusual in that th family has no chapter or heading of its own, bu appears as one of many other social groups.

Two of the books are written by women Heasman **The Study of Society**, and Hambling an Matthews **Human Society**. Heasman has thre entries in the index for women: Women's Institute women's rights and women's work. She doe however say some strange things, for example rried persons vote more frequently than the arried, maybe because they go along with their bands". (8) The context had nothing to do with nen in particular, which makes the statement er precarious. When Heasman talks about the ality of women and the relationship between and husband, she suggests as a pattern for r co-operation in the home that he is responsible the garden and for decorating the house, while takes care of cooking, laundry and other house- k. She points out that the husband may do the pping while the wife gets the dinner ready (9), that is the limit of her emancipation. One of more outrageous comments is that football, ket, horse-racing and car-racing are physically uitable for women (10). Her treatment of the pter on relationships and roles within the ily is along the same lines, and she emphasises problems it may cause if the wife works. (11) nbling and Matthews have less to say about nen, with only three entries in the index of ch two overlap and the third refers to women amoa. They do however take a more unbiased v and refer to well-known sociological studies n discussing roles in nuclear and extended ilies in Britain and other societies. The working her also receives a more objective treatment , but in leisure activities, women are still orted to be less active than men without any mpt to try to explain why. (13) A book of this gth could perhaps have devoted more space to nen.

P. L. Selfe **Sociology** has but one entry on nen: Women's Liberation. It transpires however this is but one part of a whole section on The nging Role Of Women. (14) The subject is ted with less bias than any other book: if thing a slight bias in favour of women's rights ht be inferred from the inclusion of material other textbooks would leave out. For example, section on Women's Liberation consists of a quotation from an article by an active rationist, Anna Cootes; this contains most of current arguments, supported by facts and res (15).

O'Donnell **The Human Web** is another book ch treats women's problems unusually open- dedly, relying on scientific studies rather than al statements. He does not devote as much ce to women as Selfe does, nor is there anything Women's Liberation, but O'Donnell is more licitly in favour of equality. He even suggests t-time work for both men and women so that h can enjoy a career and share the responsibilities home and children. He also quotes a study firming that children of career mothers show ater independence and resourcefulness, and that ause they have to help out in the home they uire a sense of competence and social onsibility. He also admits that women are criminated against on the labour market. (16)

Cootes **The Family** has one entry in the index, ed Women, Equality of. There is no separate tion on this in the book, but the matter is rred to in a few places. Cootes does perhaps seem a little out-of-date when he talks of the double standards of courtship, where a man is allowed to "sow his wild oats" before getting married to a nice girl, who is supposed to be a virgin. Cootes does however point out that this clashes with the equality of women, and that it is less accepted today. (17) Women's increased equality has, according to Cootes, caused them to expect more from their marriages and it has also made them "less prepared to make the best of it if things turn out badly. This is an important factor in the rising divorce rate since two-thirds of divorce petitions are filed by women." (18) A subtle way of indicating that women are less 'responsible' than earlier? Would it not be fitting to point out that in the good old days women had a lot to bear, and that it is the attitudes of men that have not changed at the same pace as the social position of women. Cootes is a good example of a book where sexist attitudes shine through in how things are said rather than what is said.

S. Cotgrove **The Science of Society** has one entry on working wives, which is part of the section on the family. The author seems anxious to make it clear that a woman is not less home-centred because she works, but that wives work because they want to improve their homes, not because they want careers of their own. (19) That is a generalisation which seems at best precarious, but which unfortunately occurs in other books as well. G. Sergeant **A Textbook of Sociology** has an index which looks rather impressive with regard to women, although containing a large number of overlapping entries. Women are discussed only in connection with family and working wives, but this is treated in a comparatively sensible and objective way, with many tables, diagrams, and references to surveys.

The overall impression is rather discouraging, since only one author, Selfe, discusses women's liberation. The fact that women are discriminated against in employment is mentioned more or less in passing by O'Donnell and by Sergeant. Others pinpoint the changes that have taken place rather than what still remains to be done. Most of the textbooks concentrate their efforts on working wives, and where equality or emancipation is mentioned it is with regard to the effects on the family. Two issues predominate here. One is the effect of working wives on the relationship between husband and wife, which often inspires (unintended?) mildly sexist comments like Heasman's, or like Cootes' reference to a working wife's increased chances of "wearing the trousers". The other is the effect of working wives on children, which is treated by most of the authors. Sergeant, Selfe and O'Donnell use far less value-laden statements than the other authors, who, if they do not stress disadvantages, may, like Cootes, point out that "in general children of working mothers are not seriously affected", a statement which with its two reservations seems less than sure.

Conclusion

The five textbooks that contained pictures did not give many opportunities for identification for girls, and the existing sources of identification conformed to the existing stereotypes. Nor was there much evidence of attempts to give boys any incentive to change their attitudes to male and female stereotypes.

The contents of sections discussing women were, with the exception of Selfe, concentrated on working wives and their effect on the family. Whereas no book comes out against working mothers, some tend to stress the strain it puts on family life, rather than the advantages it brings. O'Donnell's proposals for part-time work for both men and women, in addition to better child-minding facilities, are rare in their attempt to change attitudes. Most authors merely describe reality without trying to explain or question it. Selfe puts forward more than one view, and he and O'Donnell are if anything slightly biased in favour of women's equality. Most authors give the impression of absolute objectivity, but very often there is a tendency – however vague – to display sexist attitudes in the way a sentence is constructed, or in the balancing of material, or perhaps above all in the comments attached to pictures.

The question of whether textbooks should aim to change attitudes is of course very controversial. But any attempt to stay neutral by pleading unbending objectivity could be perceived as supporting the status quo, which involves discrimination against women. This is an over-simplification of a very complicated question, but with the equality now established by law it seems not difficult to justify the inclusion of a section on women's rights where the continued injustices towards women are pointed out.

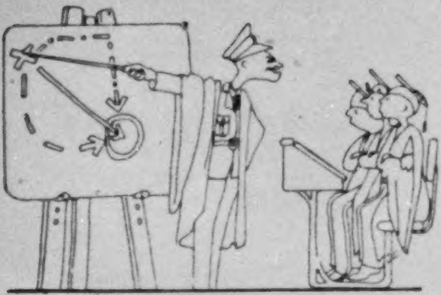
The Textbooks

Cootes, R. **The Family, An Introduction to Sociology.** Longman Social Science Studies, Series One. (London: Longman, 1974).
Cotgrove, S. **The Science of Society. An Introduction to Sociology** (London: George Allen and Unwin, 1972) Revised edition.
Hambling, C. **Human Society** (London: Macmillan, 1974)
Matthews, P.

Harvey, J. & M. **Government and People** (London: Macmillan 1974)
Heasman, K. **The Study of Society** (London: George Allen and Unwin 1973)
O'Donnell, G. **The Human Web** (London: John Murray, 1975)
Selfe, P. L. **Sociology** (London: Nelson, 1975)
Sergeant, G. **A Textbook of Sociology** (London: Macmillan, 1972)
Sugarman, B. **Sociology** (London: Heinemann, 1968)
Worsley, P. (ed) **Introducing Sociology** (Penguin, 1970)

References

1) Davies, L. and Meighan, R. "A Review of Schooling and Sex Roles, with particular reference to the experience of girls in secondary schools". Educational Review, Vol. 27, No. 3 June 1975. p.169ff.
2) Selfe, P. L. **Sociology** 1975. p.189
3) Cootes, R. **The Family,** 1974. p.64
4) Hambling, C. and Matthews, P. **Human Society,** 1974, p.41.
5) O'Donnell, **The Human Web** 1975, p.99 and Selfe, op.cit. p.179.
6) Hambling and Matthews, op.cit. p.240-242.
7) Harvey and Harvey, **Government and People** 1974, p.226.
8) Heasman, K. **The Study of Society** 1973, p.159
9) Ibid. p.45
10) Ibid. p.99
11) Ibid. p.351
12) Hambling and Matthews, op. cit. p.139ff
13) Ibid. p.172
14) Self, op.cit. p.38ff
15) Ibid. p.42
16) O'Donnell, op.cit. p.57, 55, 59.
17) Cootes, op.cit. p.48
18) Ibid. p.84
19) S. Cotgrove, **The Science of Society** 1967, p.54.
20) Sergeant, G. **A Textbook of Sociology** 1971, p.124-137.
21) Cootes, op.cit. p.66



ASSOCIATION FOR THE TEACHING
OF SOCIAL SCIENCES

No. 7 A SEX ROLES SOCIALISATION GAME

by Moira Wales

BRIEFINGS

NOTES:

This game is largely aimed at pupils from the fourth year upwards. It is possible for it to be played by a group of say, twelve pupils, although because of the size of the board, six is probably a more realistic number.

It is important for the game to be played by a mixed group and that each player obeys the instructions for their own sex. It is hoped that these will connect with their own experience of socialisation. However, it may well be interesting later, for the same group of players to play again obeying the instructions for the opposite sex.

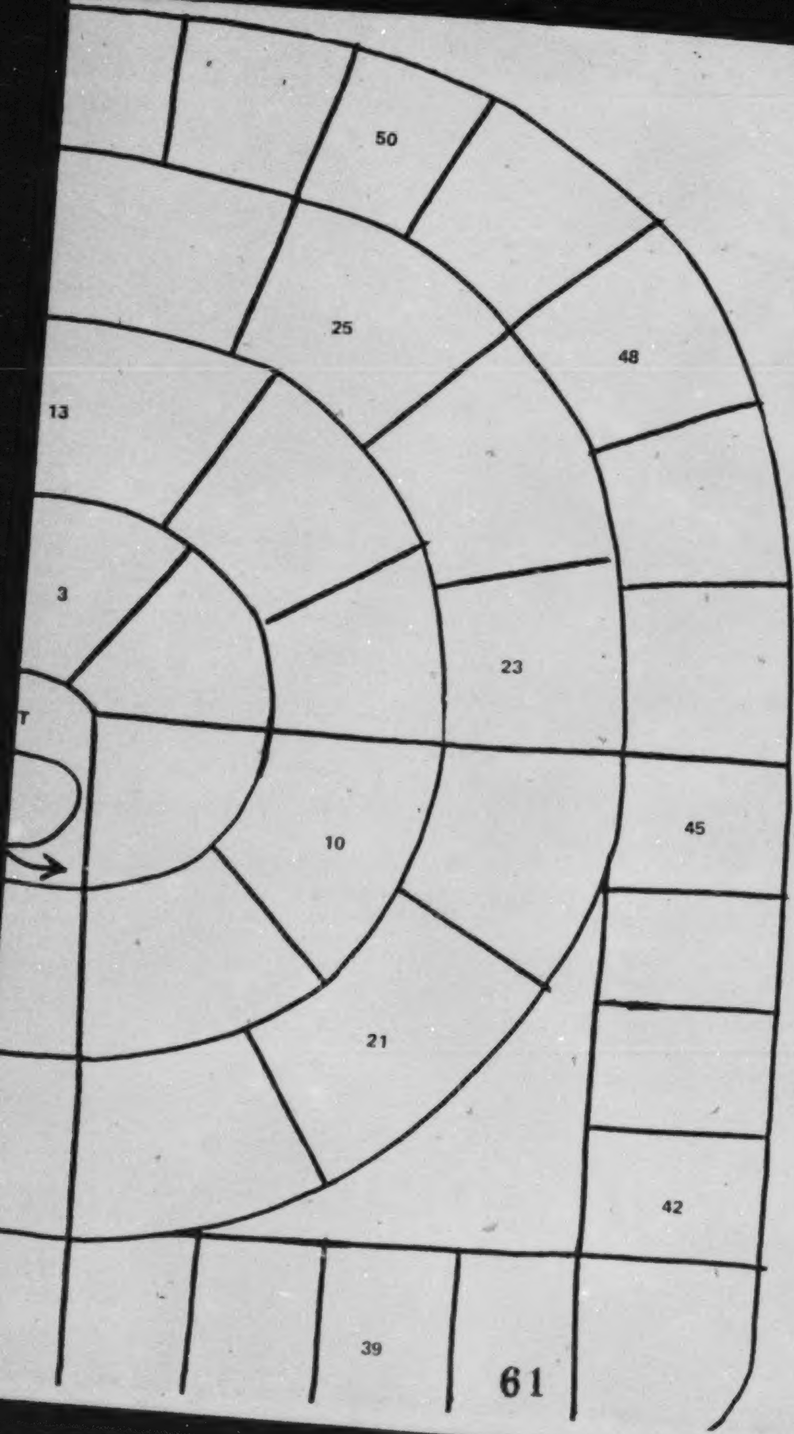
It is intended that this game should not be played without having had a thorough discussion of what socialisation is, what the socialising agencies are and what the sex-role stereotypes are. This is very important since the game would be indeed a meaningless game without it.

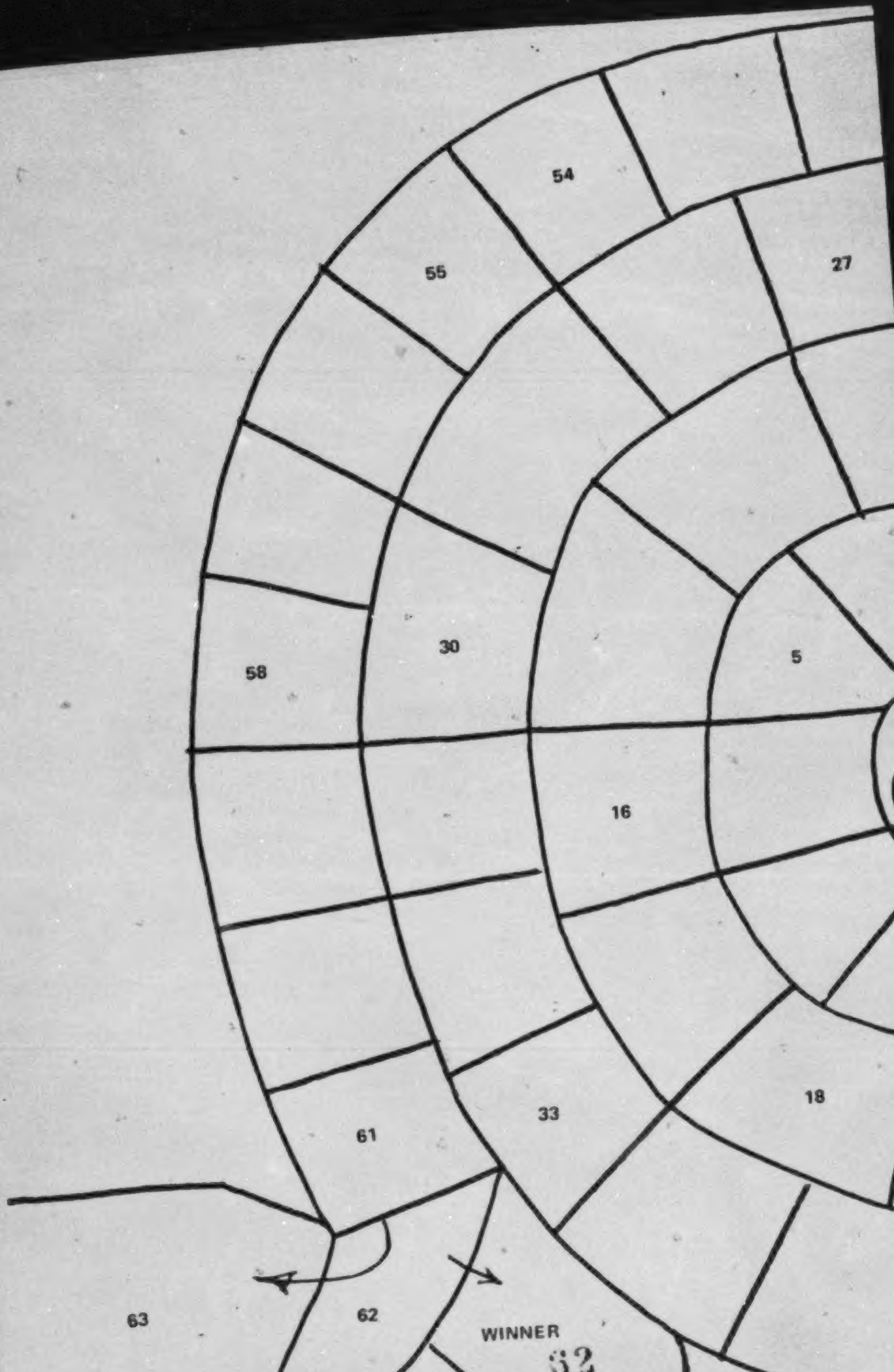
RULES OF PLAY:

1. Each player throws the dice in turn and moves his or her counter by the number of squares indicated on the dice.
2. On landing on a 'socialising into sex role' square, the player must obey the instructions given for the sex of the player.
3. On reaching the square 63, players must return to the START.
4. The game is over when one of the players lands on square 62.

CONSTRUCTION:

1. Copy the board layout onto a piece of card, minimum size 30" x 22".
2. Cut out the printed labels and stick into the appropriate squares.
3. Obtain a dice and counters.


T


WINNER

The Briefings Series is edited by Roland Meighan, School of Education, University of Birmingham, Birmingham B15 2TT, England.

Copyright 1977 by A.T.S.S. Reproduction in part or whole without written permission is strictly prohibited. All rights reserved.

3

are given a blue cot blanket
in the maternity home.
MALES – Go on 1 square.
EMALES – Go back to start.

5

An adult looks into your pram
and tells you that you're sweet.
FEMALES – Throw again.
MALES – Miss a go.

8

You are given a doll for your
first birthday.
FEMALES – move on 2 squares.
MALES – move back 2 squares.

10

our parents choose a wallpaper
with boats on it for your
bedroom wall.
MALES – Move on 2 squares.
EMALES – Move back 1 square.

13

At school your teacher laughs at
you for playing in the Wendy House
and suggests that you do something
more interesting.
MALES – Have another throw.
FEMALES – Shake a 6 before
you can move on.

16

After playing, you come in with
mud on your clothes. Your parents
are angry and make you go without
supper.
FEMALES – Move on 2 squares.
MALES – Move back 2 squares.

18

our Auntie Edna and Uncle Fred
isit the family and remark on how
much stronger you have grown.
MALES – Move on 1 square.
FEMALES – Move back 1 square.

21

You read a very enjoyable
adventure story but none of the
characters are of your own sex.
FEMALES – Throw again.
MALES – Miss a go.

23

Your parents ask you to lay the
table ready for a meal.
FEMALES – Move on 4 squares.
MALES – Move back 4 squares.

25

Your parents tell you off for crying
after you have fallen and cut your
knee. It hurts!
MALES – Move on 4 squares.
FEMALES – Move back 3 squares.

27

Your parents send you to
ballet class.
FEMALES – Have another throw.
MALES – Shake a 6 before you
can move again.

30

You are told by your parents t
thump the school bully for pushi
your head down the toilet and
pulling the chain.
MALES – Move on 3 squares.
FEMALES – Move back 4 squar

33

You place an order at your
newsagents for 'VALENTINE'
FEMALES – Move on 2 squares.
MALES – Move back 2 squares.

36

Your parents tell you off for
sitting with your legs open when
you are wearing jeans.
FEMALES – Move on 1 square.
MALES – Move back 1 square.

39

Your teacher advises you to c
for something more academic t
'O' level home economics.
MALES – Throw again.
FEMALES – Miss a go.

42

You go to your first dance
and your parents insist on
meeting you at 9.30.
FEMALES – Move on 4 squares.
MALES – Move back 4 squares.

46

Your teacher is disgusted when
you pass wind (accidentally)
during a lesson.
FEMALES – move on 2 squares.
MALES – move back 2 squares.

48

You are about to leave school
The careers teacher suggests yo
become an engineer rather than a r
MALES – Throw again.
FEMALES – Miss a go.

50

You are walking down the street
on a hot summers day wearing
shorts. You hear a wolf whistle.
FEMALES – Move on 4 squares.
MALES – Move back 4 squares.

52

At work you are asked to speak
at a union meeting.
MALES – Move on 1 square.
FEMALES – Move back 1 square.

54

At work you overhear work frie
talking about you, wondering w
you're not married.
FEMALES – Move on 3 square
MALES – Stay where you are

55

You go out with three members of
the opposite sex in one week.
Your friends say you're cheap.
FEMALES – Throw again.
MALES – Miss a go.

58

You become engaged.
Your future spouse receives
birthday presents consisting of
lavatory brush, clothes line, etc.
MALES – Move on 2 squares.
FEMALES – Move back 2 squares.

61

You are now married.
You decide, without consultin
your spouse that a holiday is a
unnecessary expense.
MALES – Move on 2 squares.
FEMALES – Go back 1 square

62

If you land on this space
ou have come into contact with the
ideas of WOMENS LIBERATION.
Move this way.

63

You are now fully socialised into
into your sex-role.
You now become a parent and
begin to socialise your child.
Go back to birth and be that child.

CONGRATULATIONS!

You have won the game.

START

BIRTH

THIS SHEET IS GUMMED.

YOU NEED NOT PASTE

SEX ROLES:
A PSYCHOLOGICAL PERSPECTIVE

by Colleen Ward, University of Durham.

Traditionally psychologists have uncritically accepted sex roles as an integral and essential part part of personality development and function. This assumption is based on the premise that contemporary sex roles stem from a biological dimorphism which tempered by cultural influences provides divergent role models for males and females. In this perspective, sex roles are held to be both natural and desirable. More recently, however, it has been argued that traditional sex roles restrict the range of behaviours available to the individual and act as a constraint on human development.

Both theoretical and empirical definitions of masculinity and feminity convey an underlying notion of bipolarity. Parsons & Bates (1955) refer to masculinity as an instrumental, cognitive approach while femininity is defined within an expressive, affective domain. Likewise, Bakan (1966) equates masculinity with an agentic and femininity with a communal perspective. On the empirical level there is a tendency to ignore "woman" *per se* and to describe her merely as the opposite of man. Men are envisioned as capable, strong, assertive, aggressive and objective possessing those highly valued characteristics which form a competency cluster. Women are allotted some positively valued though less socially desirable qualities which compose a "warmth-expressiveness" cluster — sensitivity, generosity and tenderness — although they are as frequently characterised as incompetent, weak and over emotional. The two clusters are antithetical with the masculine attributes being more highly regarded and positively valued. This is supported by research by Broverman, Vogel, Broverman, Clarkson & Rosenkrantz (1972) in the United States and more recent data collected in Great Britain — a strong consensus about differing characteristics of men and women exists across groups which differ in sex, age, religion, marital status and educational level. In addition, these sex-role definitions are implicitly and uncritically accepted to the extent that they are incorporated into self-concepts of men and women and viewed as desirable, even ideal, by both sexes.

The extent to which these concepts are uncriticially accepted can be demonstrated by a classical study by Broverman *et al.* Mental health clinicians (both male and female) were asked to describe a mature, healthy, socially competent man, woman or adult on a dipolar scale. Although the clinicians' ratings of healthy adult and male did not differ, the female was perceived as significantly less adjusted by adult standards. In other words, mature women differ from competent adults by being more submissive, more dependent, less objective, less adventuresome, less aggressive, and less competitive. Clearly, traditional notions of masculinity and femininity promote disparate criteria of mental health and construct an artificial dichotomy between woman and person.

Overall, there is little evidence to support the contention that the traditional division of sex-roles is both desirable and conducive to healthy personality development. In fact, the opposite appears to be true. High femininity in females correlates with high anxiety, low self-esteem and low social acceptance (Cosentino & Heilbrun, 1968; Gray, 1957). In males high masculinity scores correlate with high anxiety, high neuroticism and low self-acceptance in adulthood (Harford, Willis & Deabler, 1967). In addition, superior intellectual development is most frequently associated with cross-sexed typing in both males and females (Maccoby, 1966).

Recently social scientists have introduced the concept of psychological androgyny which is grounded in the supposition that masculinity and femininity are not dichotomous and may be expressed psychometrically as orthogonal factors. More simply, the theory of psychological androgyny suggests that individuals do not necessarily determine their self-concepts as masculine *or* feminine but may readily incorporate the socially desirable characteristics of both modalities. This theory does not preclude highly sex-typed individuals but merely seeks to demonstrate that the notion of bipolarity of masculinity and femininity is an artifically imposed dichotomy.

Identification in terms of psychological androgyny may have profound behavioural implications. Bem (1975) found that highly sex-typed individuals have limited role concepts and actively avoid cross-sexed behaviour. In keeping with sex-role stereotypes, psychologically masculine individuals appear competent and comfortable only in instrumental and independent activities while feminine individuals are limited to expression in the nurturant domain. Androgynous individuals, as defined by psychometric analysis, are equally competent in both spheres; these trends apply to both sexes. In these instances, the marked contrast between the androgynous individual who is able to incorporate the socially desirable characteristics of masculinity and femininity with the limited flexibility of the unitary masculine or feminine individual, clearly demonstrates the behavioural constraints induced by traditional sex-role stereotypes.

Although the traditional sex-role divisions impose limitations on both sexes, the problem of the female appears somewhat more acute in that a notion of inferiority is attached to femininity. Both sexes incorporate specific sex-role standards, but the masculine characteristics are more positively valued.

> Too many women evaluate their bodies, personality qualities and roles as second rate. When male criteria are the norms against which female performance, qualities or goals are measured, then women are not equal. The essence of the derogation lies in the evolution of the masculine as the yardstick against which everything is measured. Since the sexes are different, women are defined as not men and that means, not good, inferior. It is important

> to understand that women in this culture have internalised these self-destructive values.
>
> Bardwick & Douvan (1972).

Developmental psychologists stress that during socialisation individuals become motivated to keep their behaviour consistent with an internalised sex role standard. Maintenance of a masculine or feminine image is accomplished by the suppression of inappropriate behaviour. For women this is particularly problematic due to the implied dichotomy of "woman" and "person" and the equation of femininity with childlikeness. Two basic alternatives are available — the acceptance of the traditional female role and the internalisation of this notion of inferiority or rejection of the conventional role resulting in increased automony, and loss of femininity.

This conflict is particularly apparent in the realm of achievement motivation. Society rewards and values achievements, stressing self-reliance, individual freedom, self-realisation and full development of individual resources including intellectual potential. Despite the prevalence of these values femininity and individual achievement are viewed as desirable but mutually exclusive ends. Under these circumstances it has been hypothesised that women develop a psychological barrier to achievement. Anticipation of negative consequences, in particular, loss of femininity, augments anxiety in achievement-oriented situations. Whereas men are unsexed by failure women seem to be unsexed by success.

Research in this area indicates that "fear of success responses" on projective assessment of motivation are exceptionally high in women. For example, employing a projective method, Horner (1972) asked college women to respond to the cue "At the end of her first term of finals, Ann is at the top of her medical school class." She found that this cue elicited negative imagery in approximately 65% of the stories. The themes centred on loss of femininity and/or social desirability. Ann was frequently described as a social reject with unpleasant face, features or manners. Men, on the other hand, responded with less than 10% negative imagery to a sex appropriate stimulus person with the major theme focussing on the meaning and value of success.

Horner's conjecture that women learn to fear success and avoid achievement-oriented circumstances appears credible in the light of projective assessment, but more importantly, has been validated within a behavioural context. Testing women on a series of math and verbal tasks, Horner found that those women evincing a high fear of success as defined by projective analysis actually performed worse in competition with men than alone while the reverse was true for other women. In light of these results Horner maintains that the motive to avoid success is most apparent in highly competent women in competition with men. This seems highly plausible since later research has revealed that the motive emerges in early adolescence when girls become more aware of the feminine role and is more prevalent in girls attending coeducational institutions. At the root of the motive to avoid success lies the stereotype of femininity, the antithesis of success.

In summation, the traditional notion that conventional stereotypes of masculinity and femininity are conducive to healthy personality development may be seriously questioned. There is little evidence to support the contention that a high degree of sex typing is associated with psychological adjustment. In fact stereotypes become problematic by imposing needless constraints, creating false dichotomies and channelling individuals into artificial either/or situations. As an alternative, masculinity and femininity may be viewed as the representations of complementary domains of positive traits and behaviours, each tempered by the other, may be integrated to form a more balanced and fully human personality.

References

BAKAN, D. **The duality of human existence.** Chicago: McNally, 1966.

BARDWICK, J., DOUVAN, E. Ambivalence: The socialization of women. In, J. Bardwick (Ed.), **Readings on the psychology of women.** New York: Harper & Row, 1972.

BEM, S. L. Sex role adaptability: One consequence of psychological androgyny. **Journal of Personality and Social Psychology,** 1975, 31, 634-643.

BROVERMAN, I., VOGEL, S., BROVERMAN, D., CLARKSON, F. & ROSENKRANTZ, P. Sex role stereotypes: A current appraisal. **Journal of Social Issues,** 1972, 28 (2), 59-78.

COSENTINO, F. & HEILBRUN, A.B. Anxiety correlates of sex role identity in college students. **Psychological Reports,** 1964, 14, 729-730.

GRAY, S. W. Masculinity-femininity in relation to anxiety and social acceptance. **Child Development,** 1957, 28, 203-214.

HARFORD, T. C., WILLIS, C. H. & DEABLER, W. L. Personality correlates of masculinity-femininity. **Psychological Reports,** 1967, 21, 881-884.

HORNER, M. S. Toward an understanding of achievement related conflicts in women. **Journal of Social Issues,** 1972, 28, 157-175.

MACCOBY, E. Sex differences in intellectual functioning. In E. E. Maccoby (Ed.), **The development of sex differences.** Stanford: Stanford University Press, 1966, 25-55.

PARSONS, T. & BALES, R. F. **Family, socialization and interaction process.** New York: Free Press, 1955.

BUTTER WOULDN'T MELT IN HER MOUTH?

Girls' Deviance in School

by Lynn Davies, Dudley College of Education

Current work on school and classroom deviance has followed the trend of wider research into delinquency: it has concentrated almost exclusively on boys. In spite of an apparent rise in the rate of girls' delinquency, and reports of disruptive girls in school, the reason for neglect of this issue seems to be a simple one: girls present less of a problem. Thus Hargreaves admits: "It must also be said that teachers very rarely talked to us about 'difficult' girls — perhaps because they did not think we were interested in girls(!)" (Hargreaves 1975). It seems to be felt that if a satisfactory account can be made of boys' deviance, any trouble from girls can be subsumed under the same causal explanation.

Yet there is reason to suppose that girls' deviance is not merely viewed by teachers as quantatively less, but as qualitively different. Descriptions of girls in school seem to follow the pattern of "when she was good she was very, very good, but when she was bad she was horrid". For example,

> "The problems they (the girls) pose for schools differ somewhat from those which result from the natural aggressiveness of adolescent boys. The disruption caused by girls stem mainly from emotional difficulties which are the result of unfavourable circumstances and experiences, and they are generally more amenable to the guidance of teachers. However, cases of extreme disruption can occur, and because these have an intense emotional undertone they are often difficult to manage and sometimes impossible to resolve." (Parry 1976)

A headmistress of a Stockport mixed comprehensive reported that potential candidates for an exclusion unit were mostly girls, who "tend to adopt a sullen attitude in class if disciplined, rather than boys who more often will settle down to classwork if rebuked" (Daily Telegraph Oct. 1976). My own research into sex-typing and education found teachers initially speaking of girls as better behaved, more conformist and obedient. Yet the majority of teachers admitted they would prefer to teach boys, if they had to make a choice; and more investigation revealed a pervading suspicion about the girls' mature, submissive appearance. Boys were more ready to own up, girls were more devious. Girls were more amenable to discipline, but could be insidious. Boys were more willing to make amends if anything went wrong; girls bore grudges over a longer period. "There are more behaviour problems with boys than with girls, but if girls do cause problems behaviourally, they tend to create more serious trouble for themselves". (Davies 1973)

Pupils themselves seem only too aware that they are treated differently according to sex. A recent questionnaire I administered to 102 mixed comprehensive school pupils found the majority thinking that boys and girls caused about the same trouble in school, but 80% acknowledging that if a girl and a boy misbehaved in exactly the same way, the girl would be let off more lightly. This confirmed the previous study where girls perceived male teachers as being "stricter" or "harsher" with the boys, (although also giving the boys more attention in general).

Many questions are thus raised about the nature and extent of girls' deviance in school. If the sexes do not in fact differ significantly in deviant reactions to school, what are the implications of teachers perceiving and acting upon differences? Or if, as seems likely, girls do have an identifiably dissimilar response to school life, how can this response best be examined? Possible approaches can perhaps be grouped under the headings of biology, socialisation, sub-cultures, "strain", and labelling.

The first "obvious" explanation is that of biological or genetic inheritance. However, theories of female criminality are not only sparse, but until recently remarkably sexist and mythological. Lombroso's (1859) assertion that women have evolved less than men (and being more primitive are less ferocious), is in fact only slightly modified by Cowie, Cowie and Slater 70 years later:

> "Differences between the sexes in hereditary predisposition (to crime) could be explained by sex-linked genes. Furthermore the female mode of personality, more timid, more lacking in enterprise, may guard her against delinquency". (Cowie et al 1968)

Thus women criminals are in fact displaying male characteristics, and are therefore abnormal. Another theme is exemplified by Pollak (1950), whose argument is that women are equally as criminal as men, but that the type of offences they commit, and their social roles, protect them from detection. Because they must conceal menstruation, and can fake orgasm, women become by nature and practice cunning and deceitful, able to poison husbands and mistreat children without being discovered. While Pollak's beliefs might accord with the previously mentioned teachers' views on the sinister nature of girls' reactions, it is difficult to take these 'innate' views seriously, still less apply them to the school situation.

A second possible area is then the impact of socialisation. There is a wealth of evidence to show that girls and boys are encouraged from a very early age to display different personality traits, aggression in boys and passivity in girls being the most relevant here. (See Source List for references.) The concepts that a society has of "masculinity = toughness" and "femininity = softness" will obviously condition, even with a deviant sub-culture, "legitimate" expressions of identity. Statistics for female crimes certainly seem to show that women commit offences which are closely related to the female sex-role: shop-lifting and prostitution in adults, promiscuity and "ungovernability" in adolescents. While it is expected that women use attractiveness for social and economic advantage, using sex to bargain with is "deviant" when the girl is too young: the majority of offences by girls are either sexual or incorrigibility cases (Smart 1976). (It must be remembered however that the double standards operating in society mean that girls are far more likely to appear in statistics and be institutionalised for these offences than boys are.) Teachers commented in my study that girls were more "mature", more "interested in the opposite sex" than were boys, but did not necessarily associate this with behaviour problems. On the contrary, the complaints came from the girls, that male teachers "flirted" with them, or that female teachers "showed off" in front of the boys. It was reported recently that girls marched down to the local Education Office protesting that their headteacher had said their clothes made them look like tarts. (Guardian, 5.2.76.) It would seem in fact that schools reinforce sex-role behaviour, rather than girls' deviance being a result only of previous socialisation.

This leads us on the interactionist viewpoint, which would look for elements within the school situation itself which affect the pupils' response. In the case of girls, various deviance or delinquency theories could be brought into use. A sub-cultural approach might look at girls' peer groups, and examine, in Miller's terminology, their "focal concerns", the female equivalent to toughness, smartness, excitement and so on. Audrey Lamart's **The Sisterhood** (1976) for example looks at the informal structures in groupings of third-year girls in a grammar school, mentioning their "patterned behaviour", and their perceptions of victimisation by teachers.

However, in that in a mixed school the girls have the same environment as boys, and are offered similar "opportunity structures" for deviant behaviour (Cloward and Ohlin 1961), it may be more enlightening to utilise "strain" theories of deviance. These originate from Merton's typology of different adaptive responses to the fact that society exhorts all its members to aim for a common goal, and at the same time blocks off avenues to that goal for the majority. Thus for Cohen (1955), strain results from "status frustration": schools nurture aspirations to succeed, and then deny this success to the majority of pupils, who therefore seek alternative status criteria. (Hargreaves (1967) and Lacey (1970) give telling accounts of the "polarisation" effects of streaming.) The possibility springs to mind that for girls, the end-goal is marriage, not wealth or academic success; as school does not have much perceptable effect on marriage chances, there is no need to erect an anti-school culture to gain status. Girls can merely wait it out, without feeling anomie, or a desire to strike out at the institution which has deprived them of opportunities. Their approach thus could be likened to Downes's concept of "dissociation" (1966): he describes working class pupils as moving through the school system without showing any allegiance to its values, or absorbing its aspirations: "The school was always trying to turn you into something you were not. It was a waste of time". As an adaptive response, "opting out", might be the girls' equivalent to vandalism.

In the sociology of deviance, nevertheless, sub-cultural and strain models have been overshadowed by the more recent emphasis on labelling and control theories. In the school situation, this involves looking at the career of a difficult or disruptive pupil, and viewing deviance as a process rather than a problem. In labelling theory the analysis is of the rules by which a pupil's act comes to be labelled as deviant, the subsequent stigmatisation of that pupil as a deviant, and his redefinition of himself into that role. Control theories would ask an almost Hobbesian question: "Why are we not all delinquents?", and look at the controls exerted by conventional institutions, the family and the community.

It would be profitable therefore to see whether differential rules are operating for boys and girls within a school, and/or differential sanctions applied for their infringement. An obvious explanation for girls being seen as less of a problem is that they receive shorter sentences. Certainly Reynold's (1976) work comparing differences in delinquency rates between similar schools indicates that *less* insistence on rules of uniform, smoking etc., is associated with greater success of a school academically, and less delinquency. The schools that caned the boys the most, also provoked the greatest disruptive reaction against the school. It would seem too beautifully simple to say that because girls are rarely physically punished compared with boys, they have less to rebel against, and are therefore less trouble.

For there still remains the feeling that girls' discipline problems, when they occur, are somehow more insidious, and longer lasting. Here an interesting parallel could be drawn to Broverman's (1970) findings on concepts of mental health. Clinicians have different ratings of health for men and women, and their concept of a healthy, mature male do not differ significantly from that of a healthy adult. Yet healthy women are perceived as less healthy and competent by adult standards. Women are thus caught in a double bind: if they display healthy "feminine" traits, these are less socially desirable; if they display the more acceptable "male" traits, they are abnormal for their sex. It would be interesting to see whether teachers have different concepts of the normal healthy adolescent boys and girls, and which of them is nearer to the concept of "good pupil". It could be that girls suffer the double bind in school of being expected to display feminine traits, and then having traits less valued in terms of school success. Whereas the "rules" for boys may be clear-cut, and penalties known (albeit harsh), the norms for girls may reflect double standards, symbolised by having girls wear ties and yet make tea at school functions. Their behaviour may be equally as ambivalent, less easily "cleared up".

In conclusion, it remains to be seen whether a unitary theory of girls' school deviance can emerge.

a process, deviance arises from the interaction
tween, on the one hand, socialisation, peer group
lues, self-concept etc., and on the other, the
finitions of deviance and the actions of the rule-
forcers: we are as yet only beginning to probe
e various elements for girls. There are nonethe-
s, even at this stage, implications for schools. Just
we can often learn about how a pupil fails to
arn to read, by watching another pupil who
cceeds, we can perhaps learn how a school can
courage more conformity in pupils by an
amination of girls' response, rather than a "post
c" concentration on the pathology of boys'
viance. But if girls' conformity is just a sham,
d if disruption *is* becoming more widespread
nong girls, we have to examine what differential
ctors within and between schools are contributing
girls' deviant response. Not everything can be
amed on the Women's Liberation Movement.

eferences
ROVERMAN, I.K. et al, "Sex Role Stereotypes
d Clinical Judgements of Mental Health" Journal
Consulting and Clinical Psychology Vol 34,
970.
LOWARD, R.H. and OHLIN, L. **Delinquency and
pportunity: A Theory of Deliquent Groups.**
KP 1961.
OHEN, A.K. **Delinquent Boys: The Culture of
e Gang.** Free Press 1955.
OWIE, J., COWIE V. and SLATER, E.
elinquency in Girls. Heinemann 1968.
OWNES, D.M. **The Delinquent Solution** RKP 1966
AVIES, M.L. "The Contribution of the Secondary
chool to the Sex-typing of Girls" Unpublished
.Ed dissertation, University of Birmingham, 1973.
ARGREAVES, D. **Social Relations in a Secondary
chool** RKP 1967.
ARGREAVES, D. et al. **Deviance in Classrooms**
KP 1975.
ACEY, C. **Hightown Grammar** Manchester U.
ress. 1970.
AMBART, A. "The Sisterhood", in Hammersley
nd Woods, ed. **The Process of Schooling** RKP 1976.
OMBROSO, C. **The Female Offender** Fisher
nwin 1895.
ARRY, K. "Disruptive Children In School", in
avies, J. ed. **The Disruptive Pupil in the Secondary
chool** Ward Lock 1976.
OLLAK, O. **The Criminality of Women** Univ. of
ennsylvania Press 1950.
EYNOLDS, D. **"The Delinquent School", in
ammersley and Woods, op cit.**
MART, C. **Women, Crime and Criminology**
KP 1976.

IDEAS FOR A "SEX ROLES" COURSE

Compiled by Lorraine Judge, Reid Kerr College, Paisley.

The problem of finding a successful or unusual way of beginning a course of study is one teachers face continually. This article of "starter lessons" aims to alleviate, though not solve, this problem regarding a Sex Roles course. Obviously these are not the only ways to begin: they are the results of a discussion group at the Walsall conference in September 1976, which decided to think of as many ideas for lessons as possible. There is no attempt to fit them into any particular theoretical context as this would best be decided by the individual teacher. This is basically a dissemination of techniques, some tried, some untried: the content and aim of the whole course is far more important.

I would like to acknowledge the people who provided the ideas that form the bulk of this article: Helen Lentell, Rachel McCracken, Lynn Davies, Roland Meighan, Helen Reynolds, Barry Dufour, Andy McDouall, Bryan Allbut, Bob O'Hagan, Liam Deaney, Brian Dutton and Les Bash.

1. "IDEAL PARTNERS"

This would entail a discussion with the students of qualities they considered important for their future partners to have. Each person would then list the qualities in order of preference, with discussion of the underlying values inherent in different lists.

2. "MASCULINITY/FEMININITY"

These two words are discussed and analysed as to exactly what they mean, both biologically and sociologically. This then shows how powerful these words are in controlling behaviour.

3. "DIVISION OF LABOUR"

Students are asked to make a list of the jobs done in their homes over a period of time, by different people. The list is then discussed and analysed. This could be extended to a study of the school, or of any other suitable organisation.

4. "FANTASY MARKET"

Students are asked to imagine they would marry their fantasies. They discuss who they are, and their qualities. They then discuss the more realistic partners they will probably meet, and where they are likely to meet. The use of "the fantasies" is analysed.

5. "CAREER CHOICES"

After watching a BBC/ITV Careers programme, the values of the programme are analysed. This could lead on to analysis of the school's career advice, i.e. selection of leaflets available, division of subjects within the school, subject choice for pupils, advice to pupils from school.

6. "TAPE/SLIDE SEQUENCE"

This is used to stimulate discussion, and can be used on any aspect of the topic depending on the slides available. Useful items on the tapes are children's comments, songs, nursery rhymes; or comments from women in any walk of life.

7. "SIMULATION"

Using a desert island background, pupils are asked to work out a scheme for the survival of the characters.

8. "SEX ROLES GAME"

This game is described in the "Briefings" section.

9. "SEX ROLES IN DIFFERENT CULTURES"

This involves a comparative analysis of sex roles from various societies. (See end of article for back-up material.)

10. "PROBLEMS PAGE"

Several aspects can be used here: 1) Pupils are asked to compose a problem for a problem page. These are read out and "solved", and the values behind the problem and the solution are discussed. 2) Pupils analyse a real problem page from different types of magazines or newspapers. Back copies would enable analysis to be made of different problems from different eras. 3) Pupils send bogus "problems" to a magazine, predict the answers, and then analyse the real ones and make comparisons.

11. "ADVERTISEMENTS AND SEX"

Pupils analyse the images of men and women used in advertising, either in the press or on television. A useful back-up TV programme for this is "Images for Sale", although under 16s may find these programmes rather difficult.

12. "SONGS"

This involves an analysis of the values inherent in pop songs. A choice of different types of records over a period of years is made, with words written out, and the values in the songs discussed.

13. "GAMES AND TOYS"

Pupils list the games they played when they were young. They discuss whether there are "taboo" activities for either sex, and the reasons for these. They are asked to imagine two children, a boy and a girl, from birth to teenager, and to list the birthday presents they would receive at different ages. The pupils analyse the presents they themselves buy for others, or have bought for themselves.

14. "READING BOOKS"

Pupils survey the reading books and comics for the under 10s, and analyse the images of behaviour and values put over in these books.

15. "FAIRY TALES"

This is obviously linked to the above, and involves analysis of the sex roles in fairy tales, and the myths surrounding witchcraft.

16. "BEAUTY CONTESTS"

Pupils take part in a beauty competition with a difference. The "differences" can be endless: one example can be in drag. They then discuss the "real" beauty contests for both men and women, and decide what beauty is, and why it is important. This can also be linked to advertising.

17. "TAPES"

Pupils make tape recordings of young children's ideas on boys and girls, perhaps using their own families, or local primary schools, nursery groups, etc. These are played back to the class, and the views put forward analysed. This could also be used with slides.

18. "WOMEN IN LITERATURE"

This entails an analysis of the portrayal of women in literature of different types.

RESOURCES

The following were all mentioned during the discussion at Walsall, and could prove useful to other teachers.

Books

Lee Comer **Wedlocked Women** Feminist Books 1974
Hannah Gavron **Captive Wife** Penguin 1969
Fred Inglis **One of The Family** Ginn 1971
Young and Willmott **Symmetrical Family** Routledge 1973
Adams and Laurikietis **The Gender Trap** Books 1, 2, 3. Virago 1976. (These 3 books also contain useful sections at the back listing books, films and organisations of interest)
Spokesman Pamphlets (available from Bertrand Russell House, Gamble Street, Nottingham, NG7 4ET).

- No. 17: **Women's Liberation and the New Politics** Sheila Robotham. Price 12p.
- No. 21: **The Myth of Motherhood** Lee Comer. 12p
- No. 24: **Women's Liberation in Labour History** Jo O'Brien. 10p.
- No. 33: **Women and the Struggle for Worker's Control.** Audrey Wise. 12p.

Educational Review Volume 27 No. 3. **Education and Sex Roles** June 1975.

PACKS

The Family Pack. Heinemann.
Labour Party Jackdaw: **Women in Society**

VIDEOTAPES

Viewpoint Thames Television
Images for Sale BBC
Scene BBC

FILMS

BBC: **The Family of Man** 7 films, 50 mins.
Quentin Crisp
Concorde: **Four Families** (different upbringing in four countries) B/W 60 mins.
A Woman's Place (about Women's Liberation Movement) B/W 35 mins.
Are You satisfied with life? B/W silent 10 mins.

ll Special Film Unit
Feminine/Masculine (images in the media) B/W 11 mins.
Emancipation of Women (2 films 1890-1914, 1914-1930)
We Do, We Do (about fidelity, divorce etc.) Colour 11 mins.
You Haven't Changed a bit (marriage stereotypes) Col. 15mins.

LM STRIPS

e Emancipation of Women Sunday Times
x Roles E.A.V.

BLISHERS

riters and Readers Co-operative, 14, Talacre
oad, London, NW5 3PE
ompendium, 240, Camden High Street, London,
V1
e Chartist Publications, 82, Loughborough
oad, London, SW9.
olletts, Charing Cross Road, London.

A SOURCE LIST FOR WOMEN IN SOCIETY

Facts, Figures and Perspectives, compiled by Lynn Davies, Dudley College of Education.

I WOMEN AND WORK

a) Women now comprise 52% of the population and 38% of the labour force. The percentages of those engaged in economic activity are:

	1971	1974
Males	82.3	80.8
Married Females	44.0	49.0
Unmarried Females	45.3	42.4

As % of population aged 15+:	**1961**	**1971**
Females	37.5	42.6
Housewives (sic)	57.2	39.4

(Source: Social Trends 1976)

Yet there are still vast inequalities in employment, for example:

Among
8,300 chemical engineers there are 70 women
28,000 civil engineers there are 18 women
6,500 municipal engineers there are 0 women

Women form 8% of barristers, 2% of solicitors, 4% of architects, 1% of chartered accountants.

58% of teachers are women, but of heads of small schools (mostly primary) 40% are women; of comprehensives 5% (out of 994 comprehensives, there are 53 women heads). Women form 11% of university teachers.

Sources:

Economic Progress Report (Nov. 1974) **Women and Employment**
Fogarty, Rapaport and Rapaport (1971) **Women in Top Jobs** (P.E.P.) London. Allen and Unwin
Jones, K. (ed) **The Year Book of Social Policy in Britain 1973** London RKP.

b) **Pay**

Women earn between 5% and 35% lower than their male colleagues. The average daily wage for women in 1974 was £2.10, just half of that for men.
(Source: Peter Laurie, **Meet Your Friendly Social System** Arrow 1974)

c) **Apprenticeships**

New Entrants to Employment	**1961**	**1971**	**1974**
Boys under 18 (1,000s)			
Boys entering apprentices to skilled crafts	114.7	95.6	118.2
Total boy entrants	302.5	242.1	274.8
Percentage apprenticed	37.9	39.5	43.0
Girls under 18 (1,000s)			
Girls entering apprenticeships to skilled crafts	20.5	16.7	15.5
Total girl entrants	284.9	220.4	237.8
Percentage apprenticed	7.2	7.6	6.5

(**Source:** Social Trends 1976)

The number of girls gaining apprenticeships – 15,500 in 1974 – was the lowest for a normal year since 1970. This is explained by a smaller number of jobs in hairdressing (the main apprenticed occupation for girls), and lower recruitment in clothing and footwear industries.

II EXPLANATIONS FOR, AND PERSPECTIVES ON DISPARITIES

(A) Sex differences

See for example:

Hutt, C. **Males and Females** (Penguin 1972)
Ounsted and Taylor, **Gender Differences** (Churchill 1972)
Heim, A., **Intelligence and Personality** (Penguin 1970)

Thus on *ability*, females are better on verbal skills, arithmetic, clerical, some verbal reasoning, rote memory and fine manual dexterity; males better on spatial tasks, maths problems, mechanical, practical abilities.

Interests: females more musical, literary, religious, aesthetic; males more mechanical, scientific, physically strenuous, political, theoretical, economic.

Personality: females more warmhearted, easy-going, tenderminded, careful, insecure; males more assertive, adventurous, thick-skinned, experimental, stable.

Physical: females have 10% less muscle power at 10; 50% less at 18.

Yet these differences are very small, and too insignificant to account for disparities in employment. It is also impossible to distinguish between which traits might be innate and which learned.

(B) Socialisation and sex role learning and reinforcement

(i) **In the home** (the learning of a gender identity) see for example:
Beach, F.A. (ed.) **Sex and Behaviour** John Wiley 1965.
Maccoby, E. (ed.) **The Development of Sex Differences** Univ. of Stanford 1966.
Carter, H.P. **Into Work** Penguin 1966 (the influence of parents on career aspirations)

(ii) **From the media**
e.g. Weitzman and Eifler **Sex Role Socialization in Picture Books for Pre-School Children** AJS May 1972;
see Glennys Lobban on sex roles in reading schemes; Camilla Nightingale on children's literature; Mary Hoffman on sex manuals.
Haskell, M. **From Reverence to Rape – the Treatment of Women in Movies** HRW 1974.
(See also articles on Social Science and on Sociology textbooks in this issue)

(iii) **In the Culture**
see comparative work of Margaret Mead; and Rosaldo & Lamphete **Women, Culture and Society** Stanford Univ. Press 1974

(iv) **In the family** (the 'dual roles' of women)
e.g. Gavron, H. **The Captive Wife** RKP 1966 (Penguin 1975)
Oakley, A. **Housewife** Allen Lane 1974
The Sociology of Housework
Fogarty, M. et al **Sex, Career and Family** Allen and Unwin 1971

(v) **Education**
Evidence of parity of attainment between the sexes can be found in: Douglas, JWB **The Home and The School** Penguin 1966; and in Maccoby (op cit). After the age of about 11, parity of attainment is documented more in international surveys, such as the UNESCO reports 1966 and 1967 on the access of girls to secondary education, and in Fogarty, (op cit), and Chabaud, J. **The Education and Advancement of Women** Unesco, Paris 1970.

Evidence of disparity of attainment between the sexes:

a) **GCE Passes at A-level**	**Passes in thousands**	
	Boys	**Girls**
Biology	9	9
Chemistry	17	6
Physics	23	5
Mathematics	35	10
Economics	14	4
Modern Languages	9	17

b) **GCE Passes at O-Level**		
Science and Technology	201	105
Social Science/vocational	103	128
c) Higher degrees awarded	11	2

(**Source:** Education Statistics for UK 1973: HMSO 1975)

d) **Students in Higher Education (1,000s)**

	Men		**Women**	
	65/66	**75/75**	**65/66**	**74/75**
University	128	172	46	85
College of Education	24	33	61	85
F. E. etc.	39	84	11	37
Total Full-time	191	289	118	207
Total Part-time	119	129	8	25

e) **Day-release – young people under 18**

	Men	**Women**
1971	171	48
1974	154	42

(**Source:** Social Trends 1976)

Disparity of attainment and aspiration in schools can be linked to

a) **The Official Curriculum**
DES **Education Survey 21** (1975) lists subjects which are offered differentially to boys and girls, and which subjects are chosen.

b) **Resource Allocation to Schools**
see Byrne, E. **Planning and Educational Inequality** NFER 1974

c) **The Hidden Curriculum, and Careers Advice**
e.g. Davies and Meighan, **A Review of Schooling and Sex Roles,** Educational Review Vol. 27 no.3 June 1975
Ricks and Pyke **Teacher Perceptions and Attitudes that foster and maintain sex-role differences** Interchange Vol 4 No 1 1973
Frazier and Sadker **Sexism in Schools and Society** Harper and Row 1973.

(C) The Minority Perspective: Restrictions, Discrimination, Prejudice.

Disparities in employment are linked to restrictions against women:

(i) because of qualifications and education (see above)
(ii) disqualification of entry e.g. women are barred from consecration as bishops; or by statute, for example inspector of mines.
(iii) Restriction in work: men can lift 150lbs, women 65lbs; also restriction of hours, and night shifts.
(iv) restriction of entry — 'quota' systems for journalism, etc.
(v) restricted deployment within work such as avenues with Civil Service.
(vi) restricted promotion: there is one woman Vice Chancellor, but no registrars of Universities, no principals of colleges of agriculture or polytechnics. In the Civil Service women are 50% of the administrative grade, but only 4% are Senior Principal or above.

Images of women also show prejudice or sexist attitudes:

(i) **by men**: studies of male executives and managers have demonstrated their unfavourable attitudes. towards women, or that they perceive "management" concepts as related to "male" concepts, but not "female".
(ii) **by women**: Goldberg **Are women prejudiced against women?** Transaction 1968 found that both men and women rated identical articles lower if they thought they had been written by women.
(iii) **by assumptions in research and theory**
Freud has come under attack from feminists; also 'respectable' developmental texts like Hadfield **Childhood and Adolescence** ("the female adolescent is equipped with the will to seduce . . . ")

(D) The Politics of Caste Perspective

The marxist/feminist viewpoint documents the historical exploitation of women in terms of power and interest. The nuclear family under capitalism is examined, and analyses made of the woman's role in relation to the means of production, and of the family as the unit of reproduction and consumption. Division of curriculum in schools corresponds to the division of labour in society.

See for example
Mitchell, J. **Woman's Estate** Penguin 1971
Robotham, S. **Woman's Consciousness, Man's World** Penguin 1973
Sharpe, S. **Just Like A Girl** Penguin 1976

See also Collins **"A Conflict Theory of Sexual Stratification"** Social Problems 19, 1971, for a bargaining model of sex stratification, i.e. the trading of the resources of income and sexuality.

Work on women in the developing world also looks at economic factors, linking sex roles with the means of food production, and examining the impact of colonialism and development, an impact which can in fact lead to the down-grading of women.

See Boserup, E. **Woman's Role in Economic Development** George Allen and Unwin, 1970
Sullerot, E. **Women, Society and Change** Weidenfeld and Nicholson 1971.
Leavitt, R. (ed) **Women Cross-culturally: Change and Challenge** Moulton & Co., The Hague, Paris, 1976.

THINKSTRIPS

What are THINKSTRIPS?

THINKSTRIPS are comics on social and health topics designed for use with teenagers of either sex. They are devised by *Sarah Curtis* and *Gillian Crampton Smith* who together pioneered the two successful comics on personal relationships and birth control: **Too Great a Risk** and **Don't Rush Me!**

They use the format of ordinary teenage comics to raise important issues for discussion in a way which captures the interest and the sympathies of young people. Different points of view are put forward within the framework of a conventional romantic story.

THINKSTRIPS will help young people to imagine the situations they can expect to meet in life, and to consider the decisions they will have to make.

The first three THINKSTRIPS will be on teenage drinking, what it is like to be responsible for a baby, and male and female roles in society today.

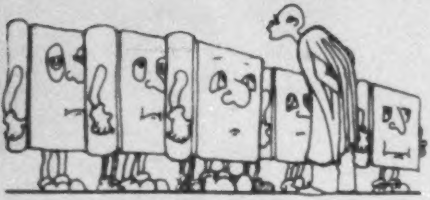
It's Your Round!
It'll Never be the Same
It's Only Fair

LONGMAN will be publishing THINKSTRIPS in the spring. They will cost approximately 80p for 10 comics including teacher's notes.

for further information please write to:
Iris Sinfield
Longman Group Limited
Longman House
Burnt Mill
Harlow
Essex CM20 2JE

schools need books

Longman



REVIEWS

As reviews editor I would like to thank all those who burden themselves with extra work to produce such readable and generally well informed reviews. It is always a great help to receive reviews promptly. If you would be interested in reviewing for The Social Science Teacher please write indicating any areas of special interest and age range.

Helen Reynolds, Reviews Editor.

JUST LIKE A GIRL

By Sue Sharpe.
Published by Penguin at 95p
Date of publication: 1976

"Just Like a Girl — How Girls learn to be Women" is the result of Sue Sharpe's research into four Ealing Schools covering the background, roles, attitudes and expectations of both immigrant and English girls.

Despite publicity given to women's liberation groups the attitudes and expectations of the traditional working class woman have rarely been examined. This book redresses the balance by highlighting the distinctions between middle and working class girls and also includes the dimensions of race and ethnic origin.

Interesting material from interviews is included together with theoretical analysis and interpretation.

Initially the relationship between sex roles and the class structure is examined. A brief summary of changes due to industrialisation emphasises the relationship between the development of a capitalist economy and the social construction of sex roles.

It is argued that the sexual characteristics attributed to men and women are closely linked to their expected economic role.

Other sections include an analysis of the mass media with a survey of the class and sex stereotypes contained in children's books, comics, advertising and music.

It is obvious that opportunities in Education and work are crucial to the expectations of men and women and the girls' experiences of the hidden curriculum of the school and attitudes to their career orientations are well explored. Linked with this is some consideration of the myths of Motherhood, Femininity and Sexuality which are part of most women's experience of socialisation.

By far the most interesting and valuable section in my view concerns the position and experiences of black girls in Britain. The distinctions between sex, race and social class are clearly made and the relationship of the latter to economic opportunities is examined.

The historical background and family life of West Indian and Asian girls are illustrated by reference to the girls' experience and provide a basis for the understanding of the relationships between culture and the learning of sex-roles.

An example of this is reflected in the fact that while fifty per cent of West Indian girls would prefer to be boys, over 80% of Asian girls would rather have been born a boy. Nevertheless, despite cultural differences it is striking that most of the girls interviewed had negative feelings about their role in society.

In conclusion, the author claims that change in consciousness must accompany economic change. This is unlikely to occur unless changes are made in the learning of sexual identities.

This is already apparent in the girls' own expression of dissatisfaction and a growing awareness of their own needs and potential outside traditional roles. To what extent economic and social conditions will allow these needs to be fulfilled is not however examined in depth and the picture provided of the present situation does not give grounds for optimism.

This is an interesting and readable book suitable for 'O' and 'A' level work. Much of the information and interview material could be utilised for lower age groups.

It avoids the oversimplification involved in the assumption that 'femaleness' overrides all other dimensions of experience. This account convincingly links sexual identities and expectations to the wider economic social and cultural contexts by which they are created and reinforced.

H. Reynolds

THE RIGHTS AND WRONGS OF WOMEN

Edited by Juliet Mitchell and Ann Oakley
Published by Penguin Books at £1.25
Date of Publication: 1976

The aim of this edition is to bring together, from an inter-disciplinary perspective, a collection of original essays on the position of women. All the essays are broadly in the feminist tradition, although they are not from the same political perspective.

The essays are directed at all those interested in the women's movement. However this is not an introductory collection, it does assume a fairly sophisticated level of knowledge and understanding of women's problems.

I found some essays far more interesting than others and I suspect this is where the usefulness of the edition lies. That is to say the great diversity of the essays — covering areas as varied as a historical look at childbirth and an analysis of the women's movement in China – enables both students and teachers to pursue their own interests within the wider topic of the womens movement. It is therefore a book to select from rather than for reading from cover to cover.

I found two essays particularly interesting. Firstly Margaret Walters, "The Rights and Wrongs of Women", gives a brief outline to the work and lives of Wollstonecraft, Martineau, and de Beauvoir. This essay, which treats all three figures rather harshly, nevertheless provides for those less familiar with these key women theorists a useful guide to their ideas and the significance of these ideas for the womens movement. Walters reflects that although these writers were very aware of the female predicament all three revealed in their personal lives and work the difficulty of coming to terms with the masculine and female identities.

A second essay I thought well worth reading was Ann Oakley's "Wisewoman and Medicine Man: Changes in the Management of Childbirth", which contains a great deal of interesting information and quotable extracts. It is a brief account of childbirth over the last century or so, in which she aims not so much to document the medical changes in childbirth but to sketch out the connection between the changes in childbirth, and the position of women in the wider society. In the past women had control over matters relating to pregnancy – even though the state of knowledge was rather rudimentary; but with the professionalisation of medicine women have lost control of gynaecological knowledge, which no longer serves their interest. The implication of the essay is that women need, and should demand control of childbirth, and their own bodies in general.

Whilst the diversity of essays is a main strength of the collection, it is also the source of the considerably uneven quality of the edition. A number of essays are extremely difficult to follow, both conceptually and linguistically. I have particularly in mind John Goode's essay "Women and the Literary Text", which is not helped by his reference to relatively obscure sources. An additional problem lies in the tenuous theoretical link between the essays. The link – feminism – covers many conflicting political viewpoints, and this may well be confusing to those who are unaware of the differing political philosophies covered by the umbrella of feminism.

The other essays in this edition are:–
Sally Alexander's "Women's Work in Nineteenth-Century London", which shows how the sexual division of labour at work persisted and was strengthened by middle class moralism and male class hostility. Dorothy Thompson's "Women and Nineteenth-century Radical Politics" reveals the extent to which women did take part in radical working class politics – Chartism. Leonore Davidoff, Jean L'Esperance and Howard Newby's "Landscape and Figures: Home and Community in English Society", discusses the development of the ideas that presented domesticity and the "Beau ideal" as womens goals. Pauline Marks in her essay "Femininity in the Classroom" argues how the notion of feminity, variously defined, ha determined educational provision for girls. In a similar field, Tessa Blackstone, in "The Education of Girls Today", maintains that despite relative equality of provision, girls continue to unde achieve and this can be explained in terms of the curriculum, teachers' attitudes and "structura aspects". In her article on American trade unions Rosalyn Baxandall documents the lack of suppor given to women by men when unionisation wa attempted. She considers this experience should not lead women to reject unions but to organise within them. Rosalind Delmar in her article "Looking again at Engels's origin of the Family" accepts Engels analysis of the origin of sexua divisions in capitalist society, but claims he doe not go beyond economic inequalities. Delia Davinin, "Women in Revolutionary China" briefly describes the fluctuating fortunes of women's role in revolutionary China. And finally, Juliet Mitchel in "Women and Equality" presents a selective history of womens protest in relation to the concept of equality.

This is an interesting and useful book to thos wishing a deeper understanding of the differen areas of women's oppression, and it is a book tha can readily be "dipped" into.

Helen Lentell,
Grantham College For Further Education

MALE & FEMALE

By A. Jones, J. Marsh, A.G. Watts
Published by C R A C Lifestyle Series at £1.00
Date of publication: 1974

"Male & Female" is a collection of ideas, information and techniques for investigating the natur of sex-roles with particular emphasis on how the may influence choice of job or career.

The main objectives as perceived by the author are to help students to question their own se stereotypes and to decide which roles they themselves wish to play in adult life. The teacher's rol is seen as non-directive and to get students t think for themselves.

> "The main functions of the teachers are t provide an environment in which self expressio and self-examination are possible, gently t question the assumptions underlying th students' attitudes and constantly to broade the range of possibilities of which they ar aware."

The book contains a large number of ideas drawings, cartoons, questionnaries and topic suitable for a wide range of abilities and teachin situations.

Areas covered include – Looking at Yoursel "Vive la difference", Masculine & Feminine, Se and the Single Teenager, Men & Women at Work Roles at home and the Future.

While students attitudes can be investigated in this way the content lacks important features which if included would contribute to the students understanding. There is little explanation of the origins and development of sex roles and the socio-economic conditions which are instrumental in producing and maintaining them. It is also assumed that sex is the only criteria operating the choice of job, position in the education system and role in life. Little attention is given to the influences of social class, race and culture in determining life chances. The latter would be an important consideration if this topic were being dealt with in a multi-racial content. Data provided is often over-simplified. For example only average wage rates are provided with no distinction made between manual and non-manual work.

On the other hand, the material does enable a questioning and enquiry-based approach to be taken and such important distinctions might emerge as a result of discussion.

A comprehensive teachers guide is provided together with spirit masters for some of the work.

The overall impression given is that career choice is much more determined by sex than anything else and may leave the student with an unrealistic vision of his or her freedom of choice. In addition, if education for change is to develop, some understanding of how roles, attitudes, perceptions and inequalities occur must be encouraged.

It is possible to use each chapter or each idea on its own but each item should form part of some programme at work. The overall impression is of material which provides a good stimulus to discussion and ideas, but could in sheer quantity of illustration give a rather confused and cluttered impression if handed out wholesale.

A number of symbols are used to indicate the type of work which might be appropriate for each unit, so students could be "programmed" quite effectively as individuals or groups. The language used is accessible and there is an abundance of technical and factual information.

All in all the book would provide a useful complement to the teaching ideas mentioned elsewhere in this issue providing it is remembered that neither the origins of sex roles nor the other dimensions of inequality to which they are related are adequately dealt with.

H. Reynolds

THE GENDER TRAP
By Carol Adams and Ray Laurikietis
Published by Virago Ltd.
3 Books, £1.25 each, paperback
Date of publication: 1976

"The Gender Trap" is a series of three books subtitled "A Closer Look at Sex Roles". The authors' aim is to enable young people, their teachers and parents to look more closely at the roles of both men and women in our society, and to question the necessity for stereotypes of male and female. Through a varied format of discussion, quotations, cartoons, poems and stories, the books explore sex-linked restrictions in the areas of schooling, employment, human relationships, the media and language. They thus provide a welcome and comprehensive contribution to a study of a major issue in contemporary society.

Book One, "Education and Work", examines sex-typing at home and school, looks at careers advice, and finally explores the world of employment and the role of the housewife. Provocative questions are interspersed with relevant factual information; pupils' immediate context and experience is used in tracing long-term opportunities for women. The second book, "Sex and Marriage", looks at human relationships and the family in our society. It clearly identifies double standards both in sex relations and in motherhood, and it has innovative sections entitled "What is Normal", and "Women's Bodies and Medical Treatment".

I found the third book, "Messages and Images", slightly less exciting, perhaps because its own message was the least convincing. It deals with gender-related humour and language, and with literary and advertising role images; yet the actual impact of such labelling is difficult to demonstrate. The examples used seem sometimes contradictory: a hen-pecked Andy Capp and a dominating Flo may in fact be useful antidotes to the rugged male heroes and beauty conscious girls discussed later in the book. It is perhaps not enough to list existing examples of the inevitable larger-than-life models used by the media; we need now to examine the changing register of stereotypes which is symptomatic of shifts in male and female attitudes and aspirations. In admitting men as sex-objects, should Playgirl be analysed as a breakthrough, instead of being dismissed as "rather silly"?

The consciousness-raising approach used by the series as a whole, carries with it the danger of over-statement. For example, "excuses" used by employers that women will leave to have babies or be absent on account of their children's illnesses, may be nearer fact than the "myths" claimed by the authors (at least from the employers' experience). A deeper probe into existing social structure is sometimes needed to find explanations for apparent injustices to women; and at any level I would want evidence for statements beginning "most women", or "the majority of housewives", if the authors are not to fall into their own trap of excessive generalisations.

Basically though, the approach is stimulating and well-documented, and should have immense appeal. Because of the level of discourse, the "Jackdaws" type format, and rather obvious class discussion questions, schools are a more obvious market than the suggested wider field of college, work and adults. If the books were read consecutively or exclusively, the over-statement plus the similarity of format might result in a case of "Methinks the lady doth protest too much".

However, used as part of wider social studies courses, they fill a long-felt need. There are useful bibliographies and lists of addresses and films, so that converts can follow up the open-ended questions with pragmatic action if necessary. The easy style, attractive layout and flexibility of these books, together with the impact and relevance of the material, would make "The Gender Trap" highly recommended for school use.

Lynn Davies

THE SYMMETRICAL FAMILY

By Michael Young and Peter Wilmott.
Published by Penguin Books at £1.00
1st published 1973
Suitable for "A" level students.

Students studying "A" level sociology will most probably be expected either to have read or to have a thorough knowledge of Young and Wilmott's study "The Symmetrical Family".

Compared to many sociological texts not written specifically for "A" level students "The Symmetrical Family" is fairly easy to read and relatively free from sociological jargon. In places it becomes quite entertaining particularly when it quotes extracts from the diaries that the people who took part in the survey were asked to keep. Here is Mrs. Mitchell:

"8.30 a.m. Pour my second cup of tea". Ban (my black labrador) has his cup. Again this is routine for him. He enjoys his cup of tea.

"8.45 a.m. Finished my cup of tea and felt more like a human being so I start dressing".

Some of the chapters could be quite useful taken on their own. Chapter Two on the growth of London in the nineteenth and twentieth centuries could make useful general reading and could be linked to topics other than the family such as urban change. The chapter on leisure could also be used when studying work and leisure. There are other possibilities as well. The book contains no photographs or illustrations.

"The Symmetrical Family" is an analysis of an extensive number of interviews conducted in the London region. From these the authors conclude that the family is moving into a new stage of development. This they term "the symmetrical family". In this they maintain that the roles of the sexes while not equal are becoming more similar. They do not suggest that role segregation has disappeared but with men spending more time in the home and women going out to work, the roles are more alike than in the past.

In the first chapter on the history of the family Young and Wilmott divide the changes that have taken place into roughly three stages.

a) The pre-industrial family which was usually a unit of production where for the most part men, women and children worked together in the home or in the fields.

b) After a struggle and with the growth of factories the former stage was disrupted and eacl family member became an individual wage earner

c) The third stage is where the unity of th family is restored not around the functions o production (as in stage one) but consumption. Th authors define three characteristics tha differentiate this stage from stage two. Firstly, th lives of the couple and their children have becom far more centred on the home, i.e. family life ha become more "privatised". Secondly, that th extended family counts for less and the nuclea family for more. Thirdly, that the roles of th sexes, while still not equal, have become les segregated. The best term they can think of t describe the third stage is "the symmetrical family"

Generally, their account of the first two stage appears to be reasonably accurate. However, whil acknowledging that in the pre-industrial family th woman worked under the domination of the ma in home or field, they omit to say that wit industrialisation this relationship was broken Whatever the conditions (and these for womer were very poor) women now had the ability t earn wages in their own right and the potentia power to struggle collectively for higher earnings They also had the potential to become financiall independant. Possibly this point needs to be mad in any historical account of the family.

The authors then go on to cite evidence fron their study to support their hypothesis that th family is becoming more symmetrical. The increas in the number of women working (including part timers) mean that women as well as men participat in production outside the home. Women workin means husbands increasingly help with househol tasks. The reduction of the hours worked mean that working class men are able to spend more tim in the home. Also, because they are less committe to their jobs they can spend more time in th house than their middle class counterparts. Man of the leisure pursuits of the families were home centred or were activities that the whole family di together. These trends, particularly wives spendin more time outside the home and husbands spendin more time inside, lead Young and Wilmott to th conclusion that the majority of families can b described as "symmetrical".

There are several criticisms that could be mad of this. Young and Wilmott assert that the stage 3 family is more like the stage 1 family because of it home centredness. As Ivy Pinchbeck points out i "Women workers and the Industrial Revolution" i the home was virtually a mini-factory it was hardl similar to the more comfortable homes of today.

A much more serious criticism of the book is it stress on the equality of the marriage relationship Other sociological texts notably Ronald Fletcher' "Family and Marriage in Britain" have assume this. But whereas Fletcher's book was published i 1960 Young and Wilmott's was published in 197 after the ideas of women's liberation on women' inferior role had been given considerable publicity One would have thought that this would have made them more suspicious of their own conclusions.

Ann Oakley in her "Sociology of Housework" points out that Young and Wilmott's statement that men help more with the housework is based on ONE question in their 113 question interview. The question was "Do you/does your husband help at *least once a week* with any household jobs like washing up, making beds (helping with the children) ironing, cooking or cleaning?" Although the majority of husbands answered Yes to this question – helping with the washing up once a week hardly constitutes an equal division of labour. Also as Young and Wilmott acknowledge the final responsibility remains with the woman. Such a division of labour hardly seems symmetrical.

If this book is to be used with students, as it probably has to be, Ann Oakley's "Sociology of Housework" is an alternative to present alongside it. The conclusion of her studies is the opposite; that only in a small number of marriages is the husband "domesticated" and even when this happens a separation remains; home and children are the woman's primary responsibility. This throws doubt on the notion of the symmetrical family and could provide the basis for a lively discussion of the topic with students.

Rachel McCracken

THE FUTURE OF MARRIAGE

By Dr. J. Bernard
Published by Penguin Books at £1.00
1st published 1972
For "A" level students/general sociological reading

"The Future of Marriage" is one of the Penguin Sociology series that possibly one might recommend to students for general reading. However, before any such recommendation is made it is advisable to examine the book and particularly some of its ideas a little more closely.

"The Future of Marriage" is written in a fairly easy to read style, indeed it is almost "chatty" in places and contains the minimum of sociological jargon. Apart from an attractive cover it contains no illustrations or diagrams although it has one or two simple charts.

The aim of the book, as the title suggests, is to decide whether there is any future in the marriage institution. Bernard maintains that there are three main ways of predicting the future:–

a) Prediction based on historical trends.
b) Projection based on statistical curves.
c) "Prophecy" based on human wishes and desires.

All three ways are used in the book.

In spite of intending to predict the future from the past, Bernard offers no detailed historical material on marriage. She mentions the views on marriage of a few notable historical figures and sociologists, but there is no really thorough analysis of how the marriage institution has altered as society changed. For example, there is no mention how of how industrialisation affects the marriage relationship.

Also in the historical section Bernard maintains that attitudes to extra-marital relations are changing and that we are moving in the direction of having at least tacit if not as yet formal acceptance of extra-marital relations.

For her statistical evidence Bernard uses two demographers, Glick and Perke. They predict: more couples in their twenties and thirties are more likely to marry at some time in their life than any other group on record, fewer teenage marriages, a rise in the marriage age for women and a decline in the frequency of divorce and separation. Bernard considers each of these predicted trends in turn, disagreeing with the prediction that the marriage rate might rise and considering the possibility that people not suited to marriage might take up other forms of relationships. She also maintains that if provision is made for women to have their children young, youthful marriages might be a good thing.

Thirdly, Bernard attempts to predict the future by looking at what people *want* to have. She considers some of the ideas of the women's liberation movement, believing that they are going to exert an enormous influence on marriage by creating a more egalitarian relationship between the sexes.

Finally, Bernard puts forward her own point of view. She states that she is concerned like womens' liberationists with reducing the hazards of marriage for women. She proposes what she terms "the shared role pattern". This is where the husband and wife would each work half a day and devote the other half to the caring of children. She admits that if women are to share in the provider role they should be freed from discrimination in the world of work. However, she does not make any concrete proposals as to how this discrimination should be removed. Neither does she seem to be aware that we live in a society at present where this sort of plan is simply not feasible for the majority of families given the jobs available to them.

Inevitably Bernard proposes that marriage has a future, for in her eyes there are infinite possibilities for the marriage relationship. One is left with the feeling at the end of the book that Bernard has not really presented any case at all for why the institution of *marriage* should continue. Why shouldn't people get involved in different relationships without getting married? If the marriage relationship is to be so diverse as Bernard suggests, what is the point of it anyway? Such questions remain unanswered.

I would suggest that "The Future of Marriage" has very little to contribute to a student's sociological understanding of marriage and the family. Theoretically, it is very inadequate. Its most serious defect is that its analysis of marriage remains on a very superficial level. There is no consideration of the wider social constraints of which marriage can be seen to be a part, no explanation of how various forms of marriage relationships are convenient for particular social structures.

Much of the book reads more like a women's magazine than a sociological text. For a work that proclaims to be critical of women's present position it contains some disturbing assumptions. For example, Bernard takes it for granted that it is a woman's duty to look attractive, as talking of marriage commitments she says "If commitments are to be limited women will have to learn to remain attractive". (P.121). Why assume that only those women who manage to keep themselves attractive will be able to have and maintain relationships?

There are numerous statements of a very non-sociological nature such as: "Human beings want incompatible things. They want to eat their cake and have it too. They want excitement and adventure. They also want safety and security". and "For men and women will continue to want intimacy, they will continue to want the thousand and one ways which men and women share and reassure one another. They will continue to want to celebrate their mutuality, to experience the mystic unity that once led the Church to consider Marriage a sacrament".

When one continually tries to discourage students from making vague statements about what "human beings want" as if these wants are inevitable facts of existence, it is somewhat disconcerting to find them in a sociological text written by a professor of sociology. Thus I woul advise anyone entertaining the idea of recommen ing this text to students to think about it carefull and at least encourage them to take as critical look at the book as possible.

Rachel McCracken

WOMEN'S STUDIES IN THE U.K.
Compiled by Donagh Hartnett and
Margharita Rendel
Published by London Seminars, 71 Clifton Hill,
London NW8 0JN. at 75p
Date of publication: November 1975

This is a most useful sourcebook and a comprehen sive directory of both publications and courses c study. The section on sources and references arranged under topic headings e.g. Fiction, Lav Mass Media, Family, Class, Education, The Art Sexuality, Third World.

An essential purchase, for any serious study c sex roles in society, I would suggest.

Roland Meighan

ANNUAL CONFERENCE 1977
September 16th – 18th
Leeds Polytechnic

Speakers: James Hemming, author and broadcaster and a vice-president of ATSS, on Developing Psychological Awareness, and Geoff Pearson, University of Bradford, on the Political Implications of Social Science Teaching.

Preliminary list of study groups include: Race and Community Development, Teaching Race Relations, Social Studies and Personal Development, Sex Roles, School-Based Resources Production, the new JMB O-level Social Studies, the AEB A-level Sociology Project, Language in the Social Science Classroom, Social Science and Liberal Studies. Please send suggestions for study groups to Eric Roper, 48 Plantation Gardens, Leeds LS17 8SX.

In addition there will be a resource exhibition, entertainment, and a chance to review the work of the ATSS Advisory Panels. All members are welcome and charges will be kept as low as possible. Please book the date in your diary.

……

ANNUAL GENERAL MEETING

The AGM of the Association will be held on Saturday September 17th at Leeds Polytechnic.

Resolutions for debate with any amendments to the constitution must be notified to me in writing by July 23rd, 1977. Constitutional amendments can be proposed by the Council, the Executive Committee, a Branch committee or not less than ten members of the Association.

The election of a Chairman, Vice-Chairman, Secretary, Assistant Secretary, Treasurer and General Editor will take place at the AGM. Nominations for these offices must be sent to me by September 10th, 1977.

Chris Brown, Hon Sec.
19 Mandeville Gardens, Walsall, WS1 3AT.

RESOURCE EXCHANGE

Organised by Roger Gomm

The idea behind this scheme is that any useful teaching material — handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme — it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies.

The response to the lists of items in recent issues has been very encouraging. Over one hundred members have written in for items, and about forty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields. Arrangements are in hand to include items in the fields of psychology and economics.

Our thanks to everyone for orders and contributions. With so many letters to deal with there are some delays in both thanking people for material and in sending off orders, so please be patient with us. Some material is not being used because of unsuitable format, e.g. note form or too much copyright material included or overlaps with other banked items. Current gaps in the Sociology section include: education (strangely neglected,) and deviance, (in all lurid forms,) religion and the mass media.

So far, all items included in the scheme have been duplicated handouts. We hope to widen the scheme in the near future to include a greater range of materials including slides and resource guides.

Address for orders or contributions:

Roger Gomm,
Stevenage College of Further Education,
Monkswood Way,
Stevenage,
Herts.

Charges: —

No. of items required	Charge
1	20p
2	30p
3	40p
4	45p
5	50p
6	55p
7	60p
8	65p
9	70p
10	75p
11	80p
12	85p
13	90p
14	95p
15	£1.00

N.B. For orders in excess of 15 items, please calculate the excess as if ordering from this table. Items marked with an aesterisk are longer than the others and count as *two* items for ordering purposes.

DON'T BE BASHFUL! Send us a copy of any material you have produced and which you think might be of interest to other teachers. Items will not bear the originator's name, except by request where he/she would like some feedback from other teachers. One final word: please ensure that the material you submit does not infringe copyright: no extracts from published books please!

RESOURCES EXCHANGE LIST, APRIL, 1977

Please refer to the item number when ordering. We can only supply a single copy of each item.

Sometimes orders will be made up in different places by different people, so please don't worry if only half your order arrives at first. PLEASE MAKE CHEQUES OR POSTAL ORDERS PAYABLE TO A.T.S.S.

SOCIOLOGY

151. Divorce – statistics, brief history and commentary summarising Goode, Fletcher & Chester.
152. Position of Women in Society – list of important dates.
153. Women and Employment – statistics of female employment, educational qualifications and pay rates and brief commentary.
154. Emile Durkheim – biographical details and summary of main concepts in Durkheim's thought.
155. Max Weber – biographical details and brief summary of Weber's thinking on power, inequality, methodology and action.
156. Voting behaviour – summary of main social influences on voting – O level.
157. Poverty – historical synopsis from the old Poor Law to the Child Poverty Action group.
158. Welfare State – historical synopsis of major legislative reforms leading up to Post War legislation, brief account of Welfare State legislation and some quotations on the Welfare State for discussion.
159. Sociology of Deviance – detailed survey of the most important sociological perspectives on deviance (two items)
160. Suicide – detailed survey of suicide theory from Durkheim to Max Atkinson.
161. Sociology of Education. Historical development of U.K. educational system 1880s to 1970s.
162. Sociology of Mass Media – summary of sociological work on mass media.
163. Social Organisations – detailed survey of major perspectives on organisations (two items)
164. Data Collection – sophisticated treatment of data collection techniques and the epistemological and other assumptions which they entail.
165. Sociology and Science – discussion of the claims of sociology to be a 'science' raising questions of 'value freedom' 'objectivity' and presuppositional nature of sociological research.
166. Stratification – including, inter alia, Tumin, Davis and Moore, Marx and Weber and commentaries on these positions (two items)
167. Symbolic Interaction – thorough survey of this perspective.
168. Sociology of Work – trade unions and professional associations.
169. Sociological terms concepts and models – definitions of system, function, structure, role, status, socialisation, culture, dialectic, institutions, alienation, anomie.
170. The Nature of Sociology – notes on the nature of sociology and its relationship with other related fields of study.
171. Learning to learn – useful handout giving students guidance on how to organise their learning, how to write essays and how to sit exams. Based on Tony Buzon.
172. Industrial Relations Role Play – instructions for role play illustrating worker employee relations for about 15 players for use with 15 year olds upwards.

SOCIOLOGY: THE CHOICE AT A LEVEL

Edited by Geoff Whitty and Dennis Gleeson for the Association for the Teaching of the Social Sciences

Since its inception in the mid-1960s, A level Sociology has become an immensely popular subject, particularly in colleges of Further Education but also, increasingly, in schools. Five of the major examination boards now offer examinations in Sociology at this level, yet it continues to create considerable controversy in many circles. This book concentrates particularly upon those issues facing teachers who are involved or interested in teaching A level Sociology. What are the differences between the various syllabuses? To what extent is there unnecessary duplication between them? Do any of them offer an opportunity to reassess the conventional relationship between teachers, students and examiners? Does A level Sociology encourage students to engage more critically and actively in the world they live in?

This book focuses upon recent developments and future possibilities in the teaching, learning and assessment of Advanced Level Sociology. Based upon the proceedings of the ATSS Conference, **Sociology in the Social Sciences, 16-19**, it gathers together information and comment on the various syllabuses now available and looks forward to possible future developments.

The book offers readers an insight into the views of examiners and practising teachers on these and related issues, and presents for scrutiny the various syllabuses, reading lists and examination papers. It also considers the proposals of two groups of teachers whose answers to questions like those posed here have led them to formulate their own alternatives in the form of a Mode 3 A level Sociology syllabus and a scheme for an Integrated Social Sciences A level.

Price: £1.80 paperback ISBN 0905484 07 X
£3.90 hardback ISBN 0905484 02 9

Please add postage 25p per volume.
Orders to: Heather Clark, A.T.S.S. Sales Officer, 54 Redbridge Lane West, Wanstead, London E11 2JU.

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

lembership

nnual subscriptions: Ordinary (for individuals): £4.00
Corporate (for schools, colleges, etc.): £6.00
Associate (for libraries, publishers, etc.): £4.00
Student (for students or retired persons): £2.00

pplication forms are available from the Secretary, Chris Brown, 19 Mandeville Gardens, Walsall, WS1 3AT. ompleted forms, changes of address and other correspondence relating to membership should be sent to TSS Membership Secretary, Lorraine Judge, 10 Spiers Road, Lochwinnoch, Renfrewshire, Scotland.

ublications

lembers receive one copy (Corporate members receive two copies) of all publications free. Additional opies and back numbers are available to members at reduced rates as shown below. All publications may e obtained from **ATSS Sales Officer, Heather Clark, 54 Redbridge Lane West, Wanstead, London E11.**

he Social Science Teacher (Second Series)

			MEMBERS	NON-MEMBERS
ol. 5, No. 1	Dec. 1975	Only available as part of a complete		
ol. 5, No. 2	Feb. 1976	set of Volume 5: price per set:	£1.60	£2.40
ol. 5, No. 3	Apr. 1976		40p	60p
ol. 5, No. 4	June 1976	Special Edition: Textbooks and Curriculum Projects	40p	60p
ol. 6, No. 1	Oct. 1976	Edition on Games and Simulations	50p	75p
ol. 6, No. 2	Dec. 1976		50p	75p
ol. 6, No. 3	Feb. 1977	Edition on The Teaching of Politics	50p	75p
ol. 6, No. 4	Apr. 1977	Edition on Sex Roles and Society	50p	75p

lonographs

o. 3	Integrated Social Science – A Distinct Possibility by Frank Reeves	30p	40p

ccasional Papers

o. 1	Is An Integrated Social Sciences A Level Possible? by Roland Meighan.	Out of Print but photocopy version: 20p	25p

riefings

o. 1	The Social Investigation Interview by Janet Harris	35p	40p
	For orders of ten or more:	25p each	30p each
o. 2	Individual Study Folders by Roland Meighan	10p	15p
o. 3	Teaching Deviance at A Level by Roger Gomm	20p	25p
o. 4	Planning the Content of Social Sciences Courses by Roland Meighan	20p	25p
o. 5	Clarifying Values in the Classroom by James McKernan	20p	25p
o. 6	Once Upon A Time . . . Fairy Tales as a Social Studies Resources by Hazel Sumner	10p	15p
o. 7	A Sex Roles Socialisation Game by Moira Wales	20p	25p

ther

terdisciplinary Social Sciences. Reports from conferences eld at Durham, April 1975. (Duplicated)	20p	30p

N.B. All prices include postage and packing costs

Cut along here

TEACHERS OF SOCIOLOGY, SOCIAL STUDIES, SOCIAL SCIENCE

The editors of ATSS are anxious to find out for purposes of research the sociology/social studies/social science text books and published curriculum material that are most commonly used in educational establishments. An article will appear at a later stage based on the survey's findings. Unfortunately because of cost we are unable to include a stamped addressed envelope, but for reasons that will be apparent to all social scientists, we should like a high rate of response. Can you help by returning the questionnaire printed below to F. Reeves, 9 Oak Street, Wolverhampton by 1st May 1977?

1) Name and type of educational establishment at which you work . . . .

. . . .

2) To which age group(s) do you teach sociology/social studies/social science? (Please tick box)

5–11	
11–13	
13–16	
16–18	
18 +	

3) Which published text books/curriculum material do you make most use of in teaching these subjects?

	COURSE BEING FOLLOWED (e.g. third form CSE, GCE O or A level, undergraduate or professional)	Description of Group with which Material is used (Ability, etc.)	Average Age of Students	Author(s)	Title	Publisher
You may specify more than one group or more than one book (append extra sheet if necessary)						

4) On what basis were the text books/curriculum material selected?

5) If you were asked to recommend one text book for each of the courses listed below which *one* would you recommend (reluctantly or otherwise)?

	Author	Title	Publisher
CSE Social Studies			
GCE O level Sociology			
GCE A level Sociology			
1st Yr. Undergraduate Sociology			

Please append any further information you may wish to add.

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

President: Professor G.T. Fowler, M.P.

Chairman: Keith Poulter, Senior Lecturer, Loughton College of Further Education, Essex. (Home: 74, Cherry Tree Rise, Buckhurst Hill, Essex. Tel: 01-504 0804).

Secretary: Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home: 19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388).

The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary, and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focussed at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

THE SOCIAL SCIENCE TEACHER

General Editors: Roland Meighan, 7 Green Lane, Birmingham B43 5JX. Tel: 021-357 6603.
Frank Reeves, 9 Oak Street, Wolverhampton. Tel: 0902 29166.

Reviews Editor: Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel: 021-426 1777.

Circulation Manager: Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Albans 50989.

Edition Editors: Editions of Social Science Teacher are produced in a variety of ways, including volunteer teams, panels, groups within A.T.S.S. or by the General Editors.

The Social Science Teacher is the journal of the Association for the Teaching of the social sciences, an association of teachers of the social science disciplines (sociology, anthropology, economics, politics, and psychology) in the primary, secondary, tertiary, and higher sectors of education.

The journal is intended to provide an information service for social science teachers. The magazine contains news items, letters, articles, reviews and advertisements. Common themes nclude the theory of teaching the social sciences, teaching methods, latest ideas in the field of social science, teaching notes, and reviews of books, curriculum projects, and visual aids, etc.

The Social Science Teacher is issued free to members of the Association (50p an extra copy) and is 75p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

PAGE

CONTENTS

Viewpoint by James Hemming

A.T.S.S. News

Correspondence

Articles:
1. Perspectives on the Family by Rachel McCracken
2. Lords and Ladies of Creation by Roger Gomm
3. Sex Roles and Schooling: An Investigation of Social Science Textbooks by Marianne Kjellgren
4. Sex Roles: A Psychological Perspective by Coleen Ward
5. Butter Wouldn't Melt In Her Mouth? by Lynn Davies
6. Ideas for a "Sex Roles" Course by Lorraine Judge
7. A Source List for Women in Society compiled by Lynn Davies

Reviews

Resources Exchange

Briefings: No. 7 A Sex Roles Socialisation Game by Moira Wales pull-out centre pa

ISSN 0309 7544

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

THE SOCIAL SCIENCE TEACHER

Edition on Community Studies Teaching

VOL.6 No.5 JUNE 1977

PRICE 75p

CONTENTS

PAGE

Editorial by John Turner 1

Viewpoint by John Astley 3

A.T.S.S. News 4

Articles:

1. Community Service at the Chalk Face by C.E. Moffat 9
2. Community and the Curriculum by Greg Charlton 14
3. Directory for Teachers of Community Studies by John Turner 20

Reviews 23

Resources Exchange 31

Briefings: No. 8 Social Research as a Teaching Strategy by Charles Townley pull-out centre pages

Section Cartoon Headings by Beverley Curl

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

THE SOCIAL SCIENCE TEACHER

Journal of the Association for the Teaching of the Social Sciences Vol. 6, No. 5

Edition on Community Studies Teaching

Edited by John Turner

(Published by A.T.S.S. Copyright A.T.S.S. 1977)

EDITORIAL

The central theme of this edition of SST is a consideration of Community Studies teaching in the secondary curriculum. It is the purpose of this editorial to attempt to define what is meant by the term, and to locate such teaching in the wider context of social science teaching in the school curriculum.

Traditionally, Community Studies or Community Service as it was more commonly known, possessed a very low status on the curriculum. It was there by virtue of the enthusiasm of a member of staff for "doing good" in the local community, and conversely, the lack of enthusiasm for "normal" lessons on the part of those chosen to engage in this philanthropy. Inevitably therefore, the association of Community Studies with the "less motivated" and "service" aspects of work have given it the image of being marginal to the curriculum and of being of dubious academic value.

Partly to counteract this and to make such courses examinable at 16+, a number of Mode III's have been developed at CSE level in the last few years.

Most of these syllabuses mix practical work with research and project work. This marks a significant change in the nature of the activity, for making it an examination subject necessarily raises its status, but brings the activity within the confines of examinable knowledge.

Much of the support for the development of Community Studies syllabuses come from the groups who argued that the curriculum should be made more relevant. For example, we have this passage — (Ball, 1973 in "Education for a Change". Penguin)

> "There is already plenty of documentation that shows how many boys and girls are gaining nothing from an education based on training, academic study, individualism and competition. Watered-down academic education is not the answer, and is liable to give those with an academic bent illusions of superiority. Neither is there much point in throwing the failures into a weak stew of social education and community service, for while both are 'a good thing', they achieve nothing if they are the last resort for the non-academics and the non-volunteers."

The authors argue for a style of involvement that brings the school out of its traditional isolation and into contact with the community in such a way that students are actually involved in the issues that face people in the community. The community can then become a resource for learning, and simultaneously the students become resources for the community.

The view of the "community school", located organically within the life of the community remains an unfulfilled dream in the majority of cases. Where additional resources have been provided, such as community workers, volunters, projects financed by external bodies, then much can be achieved. But from my experience the community school need do little more than offer evening classes and a youth wing to collect that title. This is in no way the interactive model that the Balls put forward.

Moreover while the "less academic" students are following Community Studies to CSE, their peers who are following O-level courses are most likely (if they are following a social-science-based course at all) to be studying the sorts of topics that arose out of the New Social Studies movement of the early 1970's or even more likely, O-level Sociology.

Thus our stratified examination system ensures a separation of the practical and academic wings of social studies. It is true that many O-level Mode III courses have been established with the AEB since the early 1970's to offer a syllabus based on "relevant" issues. But as it has been argued in a recent book (Gleeson & Whitty, 1976 "Developments in Social Studies Teaching" Open Books), such courses have failed to realize their earlier promise of opening up students to a new awareness and interest in the society they live in.

The authors argue that the language of social science simply substituted a new orthodoxy for an old one. There is no immediate reason why students should be more awakened by a lesson on social class than one on Queen Anne. The argument that social class is more relevant tended to fall on deaf ears as far as the students were concerned, for they perceived the work as just as much a "lesson" as any other subject.

Gleeson & Whitty suggest that a community-based social studies syllabus would be a possible way of offering relevance, overcoming student alienation, and perhaps fulfilling the radical potential that early practitioners of new social studies had hoped for.

This would require a Mode III format at O-level if such activities are to gain credibility. A parallel course at CSE must be operated if divisiveness is to be avoided. I cannot think of a worse time to attempt such an innovation. With financial cuts reducing the pupil/teacher ratio and non-contact time to the bare bones, action-based courses are difficult to establish and nearly impossible to run without voluntary help. In the last school I worked in, Community Studies within the Humanities programme received a budget, a voluntary assistant, about half of a teacher's timetable and access to secretarial and reprographic facilities. This was essential for the operation of the course over the year for some 40-60 students. It is expensive and time-consuming, and at a time when local authorities are basing their financial disbursements on concepts of one teacher standing in front of 26 students who are writing into their exercise books, we find little room for this kind of enterprise. Moreover the political moves to tighten up the curriculum to provide a core of "hard" subjects, could well squeeze Humanities/Social Studies at the expense of History and Geography. It usually takes a great deal of time and effort to convince one's colleagues, let alone parents, that active involvement in a situation has more potential for learning than reading a textbook.

Community Studies, if it is to survive and flourish, must overcome this "non-academic" label by operating at O-level as well as CSE while this system persists. Furthermore if it is to fulfil the radical promise of social studies it must develop strategies whereby students ask questions about their experiences in the community, and thereby begin to gain an understanding of the forces that influence people in the community, and in society at a larger level.

It is possible that the potential for interest and involvement on the part of the students that may be opened by this sort of course, may just as easily be lost by the requirements that the students' experiences be written down for assessment purposes. It is essential that the widest variety of means of expression – be acceptable. But does Community Studies stop there? Gleeson and Whitty end their book on a rather guilty note, I feel. They say:

> "If alternative approaches succeed in retaining their radical promise, however, teachers of social studies may yet find themselves at the centre of a battle with authority . . . . . Clearly the struggle to question, challenge and transform society cannot be carried out in the social studies classroom alone and teachers committed to such a task must identify themselves with other forms of social critique and social action."

At this point the authors bid farewell and leave the reader to ponder that one. It is quite common for social studies teachers to be accused of bias or indoctrination in the classroom. These sorts of complaints usually blow over but I know of cases where the result has been a full-scale HMI's inspection. So what will happen then the poor social studies teacher finds himself at the end of a line of his students marching to County Hall to complain about the lack of housing for poor families, or engaging in a demonstration against racist attacks on black people in the neighborourhood?

At this stage we are entering new territory. To my mind this sort of real involvement by students and school in the community is what should be happening, and to try to involve students in the life of their community and yet try to prevent them from taking action seems to be a real contradiction. If Community Studies fails to involve action then the students are learning passively as before – only one stage further removed. So Gleeson and Whitty are right, that the social studies teacher who is committeed to this kind of approach must not be isolated. The support of fellow teachers, head of school, *and* parents is crucial, else when complaints and opposition come, as they inevitably will, the battle will be quickly lost. I would suggest to those involved in Community Studies teaching or wishing to become involved to read "The Countesthorpe Experience" (Watts, 1977, Heinemann) where it is clearly pointed out that an innovatory institution and innovatory approaches to learning can only succeed against official and politically-motivated opposition by internal unity and significant student and parental support.

The best way of doing this, of course, is to open up the school to the parents and other groups in the community. Such a community school would really merit the title, and would be the best environment in which Community Studies could thrive – not only in that the community would tend to be in and walking about the school, but also in so doing the school curriculum can be demystified for the parents and others in the community, in whose minds the media have managed to sow considerable mistrust about what is going on. Not only would adults understand more of what goes on in school but they might be encouraged to join in alongside the younger students.

This is a possible way forward. I would like to hear from those who are interested in developing this approach or who feel that they are presently working in a situation which has taken some strides along that road.

John Turner

VIEWPOINT

It strikes me that the present period marks an important stage in the development of ATSS. Membership is increasing fairly quickly; the number and diversity of services offered by and for members is growing: the kaleidoscopic nature of ATSS is being enhanced by inter-related processes of experience and experiment. ATSS as an organisation seems to be becoming more versatile and accomplished in the achievement of its aims.

The activities of members is of growing importance, whether through branches, panels, conferences publications and the like. I feel however that we should be guarding against the dangers of such aspects and activities being seen in 'penny packets'. The dialetical nature of ATSS membership needs to be stressed. This may sound trite, but never the less important opportunities could be lost if we fail to bring out the inter-related and multi-dimensional character of ATSS.

As individual members we are rightly concerned with our role as 'teachers'. We are centainly and centrally concerned with aspects of our lives and issues beyond this 'narrow' professional role. Fundamentally we are concerned with ourselves as 'citizens', involving as it does rights and responsibilities, our concerns for social justice etc.

From my own point of view I would like to see the next 'phase' of the ATSS's growth look towards a much more concrete relationship between our many facets. Conferences, for example, play a vital part in the life of ATSS members. But, are we using this resource as well as we could? It seems to me that Conference and Branch activity should flow into one another. That members through their Branches can 'prepare' for forthcoming events; issues being discussed well before the particular Conference itself. Branches could well provide a focal point for the articulation of views and concerns, let alone the much more 'democratic' participation of members in forward planning, organisation etc.? Why stop there? Why not see Branches in terms of taking up the issues raised by and during Conferences? Why see Conferences as a thing in themselves?

Panels are clearly a source of much needed 'life blood' to ATSS members and their Branches. Hopefully as time passes, the activities of Panels will have an important contribution to make in this continuous flow. Publications and the Social Science Teacher in particular provide great opportunities for the comprehensive involvement of ATSS members in the on-going process of being better at and more confident about what we are doing. Again, we need not see this aspect of membership in isolation from everything else.

In the next few weeks and months a number of vital issues could be concerning ATSS members, from the 'Social Studies' document and its implications, to youth unemployment say? Hopefully we can use ATSS membership to get out teeth into these by taking up our membership in a much more vital way? As Goldman put it in 'The Hidden God', 'Thought is a constantly living endeavor in which progress is real without ever being linear, and in which it can never be said to have come to an end and be finally complete.'

John Astley,
Vice-Chairman of ATSS

CORRESPONDENCE

Dear Editors,

Your readers are probably aware that City and Guilds have introduced a series of Foundation courses for school leavers into Colleges of Further Education. I have taught social and community studies on an engineering course, and expect to be involved in the 'Community Care' course next year.

These courses seem to me to raise certain problems which I should like to articulate in the hope that a discussion can be started between teachers on these courses, and anyone else with suggestions and criticisms.

My main concern at present is with the structuring of many of the suggested multiple-choice exam questions which we have just received. What is it exactly, that City and Guilds are testing? Many of the choices given seem to range from the highly ambiguous or incorrect, to the absurd. For example,

> "Which of the following fabrics would be best suited to a room with a floral carpet, self patterned chairs and natural stone walls?"
> a) Striped b) Chintz c) Floral d) Plain.
> (Answer:- Plain!) Ref: 689-1-01.

There appears to be an assumption in many of these questions that only one answer can be correct, and that answer is based on a non-problematic acceptance of certain issues. For example;

> "The reason many more mothers go out to work nowadays is
> a) boredom b) pleasure c) economic necessity
> d) too much spare time.
> (Answer:- "economic necessity) Ref: 689-1-05
> 29.

I should also like to know what "success" rate other colleges have had with students attending these courses, success in this sense relating to students being accepted on apprenticeships or other training (or even offered employment related to the course).

While I appreciate that new courses will experience initial problems, and that the Foundation courses have the potential to provide a valuable work-related experience, I also feel that at present the structure of the course does not stand up to the requirements and standards of its students.

Yours Sincerely,
Janis Young
(General Education Dept)
Stevenage College

ATSS NEWS

Compiled by Chris Brown

LIFE SKILLS OR SOCIAL SCIENCE?

One of the least surprising aspects of the DES regional conference in Birmingham, which I attended on behalf of ATSS, was the abundance of superficiality. The inability of the majority of those who spoke at the conference to grasp the complexity of the relationship between education and society was depressing. In my view these sorts of controversies merely underline the need for a wider diffusion of the thinking strategies associated with the social sciences. On the other hand, what I did find surprising about the conference was the apparent ground swell of support for an element of 'teaching about society' in the curriculum, even in a core curriculum.

Mr. R.Cocking, a former President of the NAS, referred vaguely to 'society' as one of the four areas of a possible core curriculum. The representative of the National Union of School Students called for more 'social, civic and moral studies.' The Chairman of the Headmasters' Association thought it vital that some area of the curriculum should be concerned with 'learning to live', while the representative of the Engineering Training Board proposed the teaching of 'life skills'.

This theme is also very apparent in the various documents circulated to conference delegates. The DES document itself says that "..the curriculum should enable children, as part of their general education, to understand the society of which they are a part .." The National Association of Head Teachers say "..we would certainly assert that any system of school education which left its pupils ignorant of the world – including industry and commerce – into which they are going to emerge was defective in an important part of its curriculum because this understanding should be part of basic knowledge."

The NUT state ". . the complexity of society makes it increasingly important to understand the nature and origins of society and the influence of historical, social, economic and political factors . ." The Church of England Board of Education as "How far is the educational system, not onl 'fitting' children for life in our society, bu enabling them constructively to criticise an reshape it?" The Council of Local Educatio Authorities suggests ". . that the aims of a 'co curriculum' should be to provide a framewor within which all pupils can develop . . . a knowledg of social, historical, geographical, and politic bases of the world in which they live . ." The TU say ". . all young people must be helped to becom politically and economically literate, and unde stand the basic structure of our industrial society.

The National Association of Inspectors an Educational Advisers actually proposes th inclusion of sociology, economics and governme in the curriculum on a par with other subjects an NATFHE seems to be saying the same thing le explicitly "If we are to develop greater particip tion in political, social and industrial life, and th Association thinks it desirable, it is necessary fo the schools to equip young people to play the part. This involves a curriculum wide enough t give young people the basis for such participation.

Now we should not get carried away by all thi Very few of those individuals or organisatio putting forward these views are actually canvassi for the compulsory teaching of sociolog economics and politics! Just to put these view into some perspective it should be said th another remark by Mr. Cocking at the Birmingha conference concerned the role of schools in 'fitti children for their society' while the representati of the Church of England Board of Educatio despite the radical tones of his document as quote above, declared that in addition to literacy an numeracy schools should teach 'reverency'.

These remarks, it seems to me, suggest that lot of the support for teaching about 'societ involves bewailing the failure of the hidden curric lum to transmit traditional moral values an constitutes an attempt to counter this by placin some of the content of the hidden curriculum o the formal timetable. Nevertheless, whatever th motivation behind the feeling that schools coul do more to prepare young people for 'life', it is golden opportunity for social scientists to proclai the virtues and advantages of their wares.

I am not suggesting that we sell social science a vehicle for effective social control (though probably is). Nor am I suggesting that we sell it a device for sparking off social change (though can be). What I am simply suggesting is that now the time for social scientists to point out that th newer social science disciplines constitute the onl effective way of helping people, young or old, develop some systematic understanding of an some analytical perspectives on the social worl Taught well and presented imaginatively the soc sciences do have a potential for equipping studen with some capacity to engage the world reflexivel

Moreover, given that the curriculum is abou knowledge, for good or ill, 'subjects' like sociolog etc. are more easily accommodated within scho structures than vague moral aspirations. Finall some of those who quite frankly want schools to transmit conventional values, may be prepared to admit that it is better to develop the teaching of academically validated social science knowledge and concepts, than allow free rein to the unchecked and less predictable opinions and prejudices of individual teachers in ill-defined moral education or personal responsibility sessions.

RIGHTS AND RESPONSIBILITIES 'O' LEVEL
At a time of cuts in adult education, the JMB and BBC are to be congratulated in introducing this year an 'O' level course on the rights and responsibilities of the citizen. The wide-ranging course consists of an examination of rights and responsibilities in such areas as social welfare, housing, education, planning, work, and the law. Throughout, the emphasis is on how to find out, rather than detailed knowledge. There is a weekly radio programme and two course books (What right have you got? parts 1 and 2, BBC, £1.35 each), and students are encouraged to follow up those topics which interest them in their local community. Designed primarily for adult students returning to education, the course might also be of considerable value to certain 6th form and further education students. Assessment is by means of a project and one three hour evening exam.

Further information can be found in the very detailed Notes for Guidance (25p from JMB, Manchester, M15 6EU).

BBC PROGRAMMES, 1977/78
The following information might be helpful in planning courses for next year. We would welcome reviews of any TV or radio material which people have used.

Introducing the Law – Radio. Age 10-12. Oct. 28-Dec. 2. Fri. 11.00-11.20. Social scientists will probably want to treat this with caution; one programme in the series is called 'How law prevents anarchy but protects the individual'. Might be useful for GCE in illustrating 'conventional' understanding of the law.

Prospect – Radio. Age 16-18. Summer 1978. Fri. 11.40-12.00. Prospect is transmitted in all three terms but only the summer term, when the theme is Medicine and Ethics, is likely to be of help in social science courses. Obvious interest for applied social studies in FE.

General Studies – TV. Age 16-18. Autumn and Spring. Mon. 11.45-12.10, rpt. Fri. 2.35-3.00. This series claims to keep a broad balance between arts, social science and science topics but the social science is distinctly 'mushy'. In the later part of the autumn term there are two programmes about Television News; two on Pollution borrowed from Horizon; and, the most useful perhaps, two on the relationship between the Apaches and the American government called 'Geronimo's Children'. The last half of the spring term is devoted to a history of Social Dancing.

Focus – TV. FE. Sept. 28 - Nov. 30; Jan. 11 - Mar. 15. Weds. 2.40-3.00. Repeat of 1976/7 series on communication of ideas and information in the Autumn. Ten programmes on work and employment in the Spring.

Peter Donaldson's Illustrated Economics – TV. FE. Sept. 30 - Dec. 2. Fri. 12.00 - 12.25. A selection from the original series.

Economics of the Real World – TV. FE. Jan. 13 - Mar. 17. Fri. 12.00 - 12.25. More repeats.

Living City – TV BBC2. FE. Jan. 10 - Mar. 14; April 18 - May 16 1978. Tues. 3.30-3.55. Fifteen programmes about the sociology of a city and its relationship to the surrounding countryside. "The series will be suitable for older pupils in secondary schools" says the BBC generously. See my note on this programme in the last issue of SST (Vol.6, No.4)

Children Growing Up – TV BBC2. FE. Jan. 9 - Mar. 13 1978. Mon. 3.30-3.55. This new series looks promising for Social Studies. It concentrates on physical and emotional development within a family context. It appears to span development up to and including adolescence. Could be rather 'cosy'.

Mass Media – TV BBC2. FE. Autumn and Spring. Tues. 3.00-3.25. This is my umbrella title for several short series starting on Oct. 8 on documentaries, the press, film as evidence and film as propaganda. This last is new and considers ways in which film has been used to persuade "in a political sense".

Signs of Trouble – TV BBC2. FE. Oct. 10 - Dec. 12. Mon. 3.30-3.55. This is the series seen recently late at night fronted by the ebullient Laurie Taylor. A must for delinquency, sociology of deviance and social work courses.

Man – Radio. Age 10-12. Autumn, Spring and Summer. Thurs. 11.20-11.40. A repeat of this year's series. Autumn: evolution of man; Spring: culture of early man; Summer: family life in Europe and India.

By the People, For the People – Radio. Age 14-17. Spring. Mon. 9.45-10.05. This new series is devised as a contribution towards political education and, used with care, could be useful for Social Studies up to CSE. The BBC claims it will also be relevant for GCE but I doubt it. It concentrates on providing information on specific aspects of political and government structure, i.e. a planning application, elections, M.P.'s etc. Probably turn out to be just old-style Civics.

Politics Now, Series II – TV BBC2. FE. Oct. 11 - Dec. 13. Tues. 3.30-3.55. Another new politics series probably useful for GCE. It concentrates on the role of the Prime Minister over the past thirty years.

Further information can be obtained from Educational Broadcasting Information (30/BC), BBC, Broadcasting House, London W1A 1AA.

CONFERENCES

The ATSS Easter Course took place at Loughborough this year on the theme of Social Studies and Humanities. Numbers attending were smaller than usual but many of those who came found that it met some of their professional needs. Our thanks are due to Barry Dufour for undertaking the immense task of organising such an event. The brochure for the September conference should be mailed with this journal. We hope that as many members as possible will be able to attend and we shall particularly welcome those who have recently joined. If you have any ideas on conferences ATSS should be organising contact Jim Beard, ATSS Conferences Officer, Oakham School, Rutland, Leics.

THE 1977 ANNUAL GENERAL MEETING

This will be held on the Saturday afternoon of the annual conference, Sept. 17th. The main debate will be on the Social Studies statement (see page 7 of the last issue of this journal). The AGM is also the occasion for the election of six honorary officers as defined by the constitution – Chairman, Vice-Chairman, Secretary, Asst. Secretary, Treasurer and General Editor. These elections are especially important this year as neither the current chairman or secretary will be standing for re-election. The only qualification for either job is individual membership of the Association. A proposer and seconder are required for a valid nomination. I would be very happy to give further information to anyone interested.

ATSS ALONE

Several years ago ATSS asked the DES for £15,000 over three years to establish a permanent office and paid secretarial assistance and to develop the Resources Exchange. We have now heard that we shall not be receiving this money. There are some who feel that this is no bad thing in that we shall be beholden to no one and forced to stand on our own feet. Others will feel that the decision will severely limit the contribution we can make to social science education. Either way, however, we must recognise that whatever we do over the next few years will have to be done on our own resources.

In recent years we have succeeded in spreading the work-load involved in running ATSS over a wide range of people and we shall now have to continue and intensify this policy. This moralising is by way of preliminary rumination to listing a number of positions which will need to be filled at the Council meeting in November. If you are interested in any of them, or in doing anything else (like lending a hand in running your local branch), please contact me. All these positions include membership of the ATSS Council.

AEB Sociology Advisory Committee – By tradition the AEB agree to include in the membership of this committee someone nominated by ATSS. Our current nominee, Helen Reynolds, wishes to relinquish the role shortly. Meetings are about once a term in London.

Council of Subject Teaching Associations – This is an important co-ordinating body on which we are entitled to two representatives. Roger Gomm has served on it for three years. The Council meets twice a year in Hatfield.

Business Manager of Social Science Teacher – Frank Reeves has been doing this job which mainly involves securing advertising for the journal. The work involved is not great but it is vital to the economics of both the journal and the Association. The job includes membership of the Publications Sub-Committee of the Executive.

Publicity Officer – This job involves preparing publicity material for ATSS and initiating publicity campaigns. There is plenty to do on this front; you would be amazed how many people do not know about ATSS. The job includes membership of the Development Sub-Committee of the Executive.

DESIGNING A NEW PUBLICITY LEAFLET

We shall need a new publicity leaflet in 1978 and we would welcome proposed designs from members. In fact, we have decided to make it a competition. The design chosen for the new leaflet will win for its sponsor free attendance at the September conference; there will *not* be an alternative cash equivalent! I can supply copies of the current leaflet but your proposed designs should be sent to the publicity officer, Stella Dixon, 18 Pickwick Rd , Fairfield, Bath, Avon.

WRITING FOR SST

The Social Science Teacher, as you have probably noticed, is produced in different ways. Some issues contain a variety of articles on different topics submitted independently; others are put together by an individual or a team of people and devoted to a single theme or subject. The editors welcome any contribution for consideration of single articles, material for Briefings or ideas and information of general interest. They would also encourage individuals or groups (such as ATSS branches or panels, staff in one school or college or just people with a shared interest) to propose ideas for specific issues. If the proposals are agreed by the Publications Sub-Committee articles can then be commissioned.

I hope to edit a future issue on Socialisation and I would like to hear from anyone with ideas on what they want to see in it. I would also like to receive handouts, course programmes and details of resources which people use to teach socialisation. Also I want to hear about the problems people encounter and the successes they have had. I will acknowledge them all eventually. My address is 19 Mandeville Gardens, Walsall WS1 3AT.

WHAT DO YOU THINK OF SST?

Last year we sent out a questionnaire to find out how our members reacted to the first five issues of the new-style journal, which first appeared in 1975.

It was gratifying that most of the 36 responses were favourable. Reactions, of course, depended largely on the relevance of journal material to individual situations. Some FE sociology lecturers felt that some issues were more suitable for school-based social studies but on the whole everyone found a lot of useful and interesting material and they appeared quite happy to accept that what was not relevant to them would nevertheless help someone else. Rather stronger views were expressed about the academic/non-academic balance of material; some wanted more of the former and some more of the latter.

A number of people asked for more book reviews which we think we are now beginning to provide. We could still do with more reviews of non-book material and for these we can only rely on readers and members. If you have used audio-visual resources, simulations, etc. and you feel it worth warning other people off or commending it, draft a few paragraphs and send them to the Reviews Editor.

Perhaps the two most useful services the journal could render, judging from the questionnaire, is first a systematic provision of information about new developments in social science theory and research. Many respondents felt it was difficult to keep up to date with new developments and publications and saw the journal as a way of remedying this. Secondly there was a call for journal content illustrating social science teaching in action – planning lessons, making resources, using existing resources and how specific books, films, etc. are received by students.

The only consistent note of criticism in the questionnaire related to the Resources Exchange. Here we have to admit we have a problem. The popularity of this service only compounds the problem. Basically we simply do not have either the personnel or access to the reprographic equipment which would enable us to organise the service more efficiently. We are continuing to search for a satisfactory solution but until we do we can only ask users to be charitable. In particular we ask you to pray for, or drink to, whatever your preference, Roger Gomm, who puts up with what must be a permanent nightmare without complaint.

We do not wish to spew out questionnaires with every mailing as if we were social scientists but we would like to have feedback on how the journal is being received. As this is the last edition of Vol. 6 perhaps this is an appropriate time for people to let us know what they thought of the volume as a whole. Please drop a line to the editors if you have a spare moment.

DIARY DATES

June
22 West London ATSS. Women & Sociology with Ann Oakley. Hounslow Borough College, Bath Road W4. 7.00 pm.
July
9 Oxford ATSS. Discussion of ATSS Statement on Social Studies. Lady Spencer Churchill College, Wheatley.
9/17 Communist University of London No. 9. Includes courses on sociology and anthropology. Details from The Organiser, CUL9, 16 Kings Street, London WC2E 8HY.
17/22 New Directions in Political Science. A course for teachers of politics. Univ. of Essex. Details from Joanne Brunt, Dept. of Govt., Univ. of Essex. Wivenhoe Park, Colchester CO4 3SQ.
Aug.
14/20 Field Studies in Teaching Economics. Details from B. Robinson, Worcester College of Higher Education, Henwick Grove, Worcester.
Sept.
16/18 ATSS Annual Conference. With James Hemming and Geoff Pearson. Leeds Polytechnic.
Jan. 1978
3/5 Sociology of Education Conference. Issues Relating to the Classroom. Westhill College of Education. Details from Len Barton, Westhill College of Education, Weoley Park Road, Birmingham B29 6LL.

RAIN, April 1977. No.19

This issue of the Newsletter of the Royal Anthropological Institute includes several articles associated with women. Jonathan Benthall contributes a short piece on the status of the unborn child which has many useful sources. Anyone who uses anthropological material in their teaching will find an article on 'Conflicts Among Bedouin Women' very helpful as background for teaching the family, kinship and marriage. It discusses relations between co-wives and mothers-in-law and daughters-in-law. It is written in a very clear non-technical style and could probably be used by older students. Finally, there is a review of the recent Disappearing World film called 'Some Women of Marrakesh'. RAIN is available from the RAI, 36 Craven Street, London WC2N 5NG.

JEAN JONES, CHAIRMAN OF THE ATSS TEACHER EDUCATION PANEL, writes,

For two years now the panel has consisted of founder members of a Young Teachers' Group, based on a PGCE Social Studies Methods course at the Institute of Education. In its first year, the group provided a network of informal contact and support for its members. We met to discuss the experience of full-time teaching. We applied some of the perspectives we had developed in the Institute to subsequent work in teaching.

By our second year we felt able to take on more as a group, and we began a collection of resources, where our aim was not to collect more and more, but to try and focus on our use and development of them with classes in school and college. We are now trying to concentrate our discussion and work in a particular area of social studies work, and given the range of teaching undertaken by the group, selection involved considerable discussion. We moved to the 8-13 area, and have found that our link with the ILEA Primary Advisor for Social Studies, also an ex-Institute student, has been extremely valuable. The dialogue can now take in the variety of teaching interests and assumptions that often separate this age group in different types of school.

We are now looking forward to expanding the group, hoping that the experience of the original group will provide the supportive contact which was so important for us at the beginning. Additionally there is the very real possibility of continuing work begun in the PGCE year in a group who are committed to developing their own practice.

Last year, in the summer term, we circulated all Social Studies PGCE groups, giving information about the work of the Panel, and inviting students to let us know if they were interested in belonging to such a group in their area. The response was very disappointing – although rumour has it that ATSS recruitment from this group improved. We therefore proposed, through Council, that local branches should pay particular attention to the needs of their new teachers, making such provision as seems necessary. Often this will involve liaison with other agencies able to provide in-service support – local Colleges and Departments of Education, teachers' centres and advisory teachers. These links are obviously ongoing for the ATSS in many areas, and can be very useful in this work, as they may provide places to work from, access to resources and concerned personnel. If as a Panel, we can help either new teachers who want to be part of a group, or a local Branch wanting to set up a group, we will be happy to do so. Exchange of ideas about what is being done would obviously be useful here. Equally, let us know what you feel needs to be done.

Obviously these activities are only part of what might be undertaken by a Teacher Education Panel, which perhaps suggests that we should be renamed the Young Teachers or New Teachers Panel, which does describe our activities more accurately. A general point about the work of the Panels – unlike Branches their concerns can be very specific, and this may be a valuable asset in that they can, albeit slowly, build up a fund of experience in a small area which can be a resource for the Association.

Please send any comments, queries or suggestions regarding the Panel to me, Jean Jones, Institute of Education, Bedford Way, WC1H 0AL.

STOP PRESS
WEST LONDON BRANCH MEETING

At Hounslow Borough College, the former Chiswick Polytechnic, in Bath Road, W.4., on Wednesday 22nd June at 7 p.m.

Speaker: Ann Oakley, the author of "Housewife", "Sex, Gender & Society", and "The Sociology of Housework". She will talk about "Women & Sociology". Students and pupils are welcome to attend.

Meet on the Balcony, which is on the First Floor of the College. The 88 bus stops outside, and Turnham Green Tube Station is just around the corner.

Further enquiries from Jeff Marshall 995-3801 Ext. 21.

CORRECTION

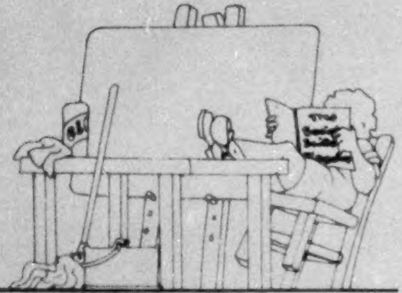
Women's Studies in the U.K. compiled by Oonagh Harnett and Margherita Rendel costs 80p incl. postage (not 75p as stated in last edition).

ROYAL ANTHROPOLOGICAL INSTITUTE
EDUCATION PROJECT OFFICER

Applications are invited from social anthropology graduates for the above post, involving the development of the Institute's schools publishing programme which is already well under way. The successful candidate will be responsible to the Education Committee of the R.A.I., and will work with anthropologists, a major education authority and a national publisher on the preparation of further units in a series of anthropological materials for secondary schools. The post is from 1st October 1977 for one year, with the possibility of a further year depending on the continued success of the project.

Salary around £2800 plus superannuation, but age and experience will be taken into consideration. Pre-requisites are writing and organizing ability, and a good degree. Experience of fieldwork, and/or teaching, and/or publishing, advantageous but not essential. Residence in the London area.

Apply with resumé, and names and addresses of two referees, to the Director's Secretary, Royal Anthropological Institute, 56 Queen Anne Street, London W1M 9LA before 30 June 1977.



ARTICLES

COMMUNITY SERVICE AT THE CHALK FACE

by C.E. Moffat

This article describes the work of Community Service Volunteers in trying to steer educational thinking in the direction of greater activity and participation for young people, and considers some of the prospects and problems for the future development of community service in schools and colleges.

Community Service Volunteers is an educational charity which every year places over 2,000 young people in voluntary projects. Its Schools Advisory Service is supported by proceeds from the sale of its publications and by a small grant from the Home Office Voluntary Services Unit.

Introduction

Until recently it was fashionable in educational circles to pay lip-service to the notion of community service in the school curriculum. The idea that children should be actively involved in their education in a way which enabled them to participate in, and contribute to the community, seemed to fit in with the notion of a new, relevant curriculum, based on an understanding and awareness of their social environment.

But now, doubts are being expressed. It seems to be felt that if you are not already illiterate when you start community service, you very rapidly become so. Even the notion of relevance has lost credibility, and just as there is thought to be a direct correlation between the effectiveness of medicine and its unpleasantness, so it is thought that the acquisition of skills and knowledge depends on the futility of the uses to which they are put.

Community Service Volunteers

Community Service Volunteers was founded by Alec Dickson in 1962 on the principle that young people can and ought to be actively involved in their education in a way which enables them to participate in and contribute to the community. (1) Four years earlier, he had founded V.S.O. (Voluntary Service Overseas) and it seemed obvious that if young people could contribute in the developing world, they could equally well tackle the problems of their own country. The first volunteers were highly motivated, primarily sixth-formers, but since it was a vital principle that no volunteer should be turned down, the range and numbers -- now well over 2,000 – soon widened to include many volunteers who were themselves handicapped or disadvantaged.

The idea behind all this work was that helping should no longer be limited, as it was then, to the fortunate few, or that the welfare of society and care of its problems, should be the preserve of professionals. The special aim of CSV was to find projects which made volunteers, whoever they were, realize that they had something to give and were needed, whether working in night shelters for the down-and-out, organising projects of environmental improvement in industrial areas, developing music therapy with emotionally disturbed or autistic children or whatever.

Schools Advisory Service

The Schools Advisory Service as Community Service Volunteers came into existence in 1968 and arose in response to requests from a growing number of schools for advice on how to involve pupils in the community, not only as school leavers, but during their time at school. The hope was that an advisory service for schools could provide practical help for teachers, even if only to provide a forum where they could sound off about their frustrations. One result has been the development of the SACK (School and Community Kit) programme, consisting of a monthly – later termly – magazine to keep teachers in touch with what is going on all over the country, and materials and kits, often written by teachers who are actively involved in running community service programmes, containing practical suggestions for ways in which community service can be developed.

One of the main aims of the Schools Advisory Service is to encourage community service throughout the curriculum. Perhaps the greatest problem our society has produced is an incapacity to respond effectively and intelligently to the needs of others on an individual and personal level, and ideally we think that pupils and teachers in every discipline, from maths to music, and English to environmental studies, should be concerned about the relevance of their subject to human and social problems. Many of the materials produced by CSV, giving background information on problems and issues such as homelessness, mental and physical handicap, the environment and appropriate technology, contain suggestions about how pupils may become involved in finding solutions by drawing on these insights and skills, and even if they only lead to a sporadic lowering of the barriers to co-operation across the curriculum, an important start will have been made in showing pupils that caring can involve thinking, too.

But kits, worksheets, project suggestions and games and simulations, however thoughtfully and provocatively assembled, can never be a substitute for imaginative practical involvement. One of the dangers of the boom in 'social education' curriculum development packages, is that of producing a generation of vicarious voyeurs, able to sit comfortably before a television screen to watch 'Ward F 13', to quote all the relevant statistics and even to act out the appropriate socio drama, but wholly unmoved by the suggestion that finding a solution is something that everyone can be involved in, rather than a problem which 'they' in Parliament or the council, should be taking care of. Having close contact, on the one hand with voluntary and other groups who can pin-point the issues and areas where young people can be actively involved, and on the other, with teachers and students in a wide range of fields who are keen to develop new ideas for making the curriculum open and responsive to community needs and issues, is one way in which the Schools Advisory Service has been able to provide realistic suggestions for developing community service in Schools.

If community service is one response to the institutionalized indifference of modern urban life, it is also a response to the alienation and frustration which it produces. Many experimental community education projects, such as tutoring and literacy schemes, youth and community projects, Intermediate Treatment and Truancy projects, as well as the work of CSV's own volunteers, are the result of community concern about the needs of young people which have not been met by the formal education system. They show that schools which believe that education cannot be both creative and relevant, useful and enjoyable, have important lessons to learn. 'Deschooling' or 'free-schooling' may be one answer, but it is only by showing everyone that their skills, interests and knowhow can be shared with young people on equal terms, that education can benefit the whole of the community. If the Advisory Service can contribute to this process it will have shown that the community can indeed be responsible for its own education.

Community Service and the Curriculum

Despite the growth of community service in schools, the question which most people still ask is "What has it got to do with the rest of the curriculum?" It is not difficult to see why the image which community service has acquired has limited appeal. Until the 1960's it was largely a voluntary and extra curricular activity — often in the most selective schools — and its principal aim was to imbue pupils with the noble sacrificial ideals of such remote figures as Albert Schweitzer and Florence Nightingale. Then, in 1963 the Newsom Resport advocated involvement in community service for early leavers. "Pupils who are restive and feel themselves outgrowing the interests of a purely internal school society may especially respond to these more adult responsibilities." (2) The Schools Council Working Paper No 17 (Community Service and the Curriculum) gave community service another plug by arguing that it could have "genuine educational meaning if it was linked to the syllabus" but although it gave lots of examples of how schools could get involved, it gave little idea of how pupils were supposed to benefit from community service after nine years of schooling in which it had never been mentioned. (3)

Not surprisingly community service was seized on as the obvious answer to the problem of what to do with the ROSLA year, but it also revealed some uncomfortable assumptions about the notion of relevance and why it was only the "Newsom kids" who were supposed to require it. It wasn't just that the community which pupils were supposed to be helping, and those responsible for it, the professionals and organisers of the Social Services, had little regard for the kind of contribution which young people could offer, but that the sort of activities envisaged were expected to make few demands on the skills and resources of the rest of the school. A spirit of parsimony had survived, even if service to the community was no longer voluntary in the traditional sense, and what better solution than to farm the whole operation out to Task Force or some other volunteer organisation? So inevitably, many pupils felt that doing community service meant doing rather meaningless and peripheral jobs, digging gardens, handing tea round in a local old people's club, rather than being challenged to solve human and social problems; and many in the community felt that schools were simply saddling them with their more intractable and uncontrollable pupils.

Relevance

One of the most important insights which emerged from criticisms of the Newsom version of community service, was that if relevance had any value at all, it meant being concerned with the needs of pupils rather than with those of the community in which they lived. Richard Hauser, whose ideas helped to initiate the Nottingham Social Education Project (Schools Council Working Paper No 51) argued that practical involvement in the community could only be relevant to pupils if it arose from their own decisions, and then only if social education began with the first years of schooling and not as an afterthought at the end of their school career. Social education was to be an 'enabling process, from which children would receive a sense of identification with their community, become sensitive to its shortcomings and develop methods of participation in those activities which are needed for a solution to social problems.'(4)

Thus in the Nottingham project, critical understanding and the capacity and skills to effect change — fostered by the development of communication and observation skills — were felt to be essential preconditions to participation and involvement in the community. Significantly however, the report of the project had little to say about the rest of the school curriculum; and equally it seemed to regard as unimportant, the fact that pupils may be drawn to community service for a whole range of reasons, and that the opportunity to contribute to the solution of human needs, such as loneliness, inadequate care for the handicapped, discrimination or pollution, can be an equally important way of gaining the confidence to question and criticize society.

Comprehensive reorganization has provided an opportunity to reconsider the relevance of community service to pupils of all abilities and ages, but discussion has barely got beyond the idea of tying it in with the examination system. And while the trend towards C.S.E. modes 3 has certainly drawn many more pupils into community activities than would otherwise have been the case, there are still many teachers who feel that examinations are fundamentally irrelevant to the aims of social and community education.

Perhaps the greatest problem however, is that although the majority of examination boards are prepared to be flexible about the allocation of time between 'practical work' and classroom work — topics, projects, assignments or whatever — they are unwilling to try new and more imaginative methods for evaluating the personal qualities the syllabuses are designed to encourage. An impressive syllabus which begins with such laudable aims as "developing a sense of responsibility", "fostering initiative and understanding" and "enabling pupils to develop an awareness of complex social and community relationships", and ends by allocating 90% of the marks for knowledge of the Welfare State and only 10% for a community service diary, is hardly a model of relevance.

The vocational view of community service, which C.S.E. courses tend to encourage, is an understandable trend in the context of recent educational research which compares progressive teaching methods — those which foster learning by first-hand experience and creative activity — unfavourably with traditional methods of instilling knowledge and skills. But why give way to the view that education should be concerned solely with imparting specialized bodies of knowledge on one hand, or specialized skills on the other? What is significant about the most effective community service projects is that they draw on a wide range of subjects in the curriculum, and where pupils are involved from the start, in determining the aims of the project, they not only learn — to borrow Bruner's phrase — the skills of relevance, but the relevance of the skills they already possess.

The Existing Framework

Before considering what is actually being done in the name of community service in schools, it would help to see how it fits into the existing framework of secondary education.

a) Community service as recreation is probably the most widespread type of school community service programme. It is usually offered as an alternative to games, craft or other practical activities, for fourth, fifth and sixth formers, on one or more afternoons per week — one reason perhaps why CS has a poor reputation as a soft option for 'do-gooders' amongst those not involved, and why, in mixed schools girls nearly always tend to outnumber boys.

b) Community service as a *subject*. In an increasing number of schools, perhaps most of all in large comprehensives, community service has, or is being absorbed into the 'community' areas of the curriculum — the 'new' subjects, such as environmental studies, social science and community studies, as well as the traditionally practical subjects like, home economics, child care, woodwork, craft and more recently, design studies — often with a C.S.E. examination syllabus. Other subjects such as science, English or music, may be involved in community service activities, but the link is rarely acknowledged officially as being part of the curriculum.

c) Community service as *moral/social/vocational* education is the most confusing slot. In some schools, community service has especially strong links with R.E., in others it may be part of a youth and community programme run by youth workers outside school, while in others, community service may be included in a number of different types of social education course, ranging from those which are explicitly aimed at "preparing young people for the transition from school to work", to those which are concerned with creating "social awareness". Some social education courses would reject the phrase community service as a description of any of their activities because of their emphasis on exploring opportunities for change, while for others, such as those concerned with careers education, community service may provide the only element of work experience which is regularly available for large numbers of pupils.

d) Voluntary community service *outside school.* Despite the growth of community service in the curriculum, many schools still run voluntary community service projects for pupils outside school. In some cases these may be organised by young volunteer organisers who use schools as their recruiting base; in others, they may be organised and run by pupils themselves.

Practical Involvement

Traditionally the most common form of community service activity in schools consists of pupils visiting individuals or institutions outside school, an old person at home, a patient in hospital, a playgroup, or a special school for mentally handicapped. The level of involvement for pupils however, can vary enormously. For instance many schools have schemes for pupils to visit old people at home, often as a result of contacts with the local Social Services Department, but while some may be involved in carrying out simple services, like running errands, writing letters, gardening or just providing a cup of tea and social contact, others may be able to find a link between their visits and problems of more general concern to the elderly. Thus pupils from a school in Scotland, have asked the old people they visit if they will keep a record of their own room temperatures, so that evidence can be gathered on heating and fuel consumption and pupils will be able to offer advice on fuel problems.

Visits to institutions, such as old people's day centres, hospitals, homes for the hindicapped, and playgroups can be equally varied, although inevitably what pupils are allowed to do can often depend on the attitudes of the staff. In a few cases they are doing nothing more than making beds and serving refreshments, but in the majority of cases the activities they are involved in are much more positive. Pupils in numerous schools for instance, devise games and activities for playgroups; while pupils in a North London school are involved in developing art and craft activities for mentally handicapped children as a result of their visits to a local special school; students in an Edinburgh school run a cassette newspaper service for the blind, and those in a school in Southampton are devising adventure playschemes for physically handicapped children.

Many community service projects have an element of group responsibility which can provide continuity as well as scope for pupils to develop their own initiatives. For instance, pupils in one school in Islington, run a carefully thought out health and beauty care course for members of a local old people's home, and in many other schools, fourth and fifth year pupils have been involved in founding and running old people's clubs, organising bingo sessions and luncheon clubs, as well as food cooperatives and many other services and activities for the elderly. Some schools have responded to their local communities by forming playgroups, others, for example, a school in Newcastle, have repair workshops, where pupils mend broken playgroup equipment and toys, and at a school in Northern Ireland, pupils repair televisions, radios and electrical equipment for old people. In other schools students design aids and toys for handicapped children. Horndean school in Hampshire is one of several where pupils have designed carts and trolleys to help spina bifida children move around confidently and freely; while a problem-solving approach in science classes in a Manchester school has produced ingenious devices such as alarm clocks for the deaf (made from old hairdryers) alarms for the house-bound and tap turners for the elderly and handicapped.

Many of these community service activities have obvious links with other school subjects. For instance, visits to playgroups with child development of language studies; visits to the elderly with studies of old people's housing, oral history or studies of nutrition in biology or home economics; and the design of aids for the handicapped with science and engineering. Of course, there is no way of saying that a study of hypothermia in biology is more important than an in-depth study of the dog-fish, or budget-a-pension exercises in maths, more important than solving quadratic equations, but they can be just as intellectually challenging, and for many pupils much more meaningful because they relate to urgent problems which they have encountered first hand.

Not all community service projects lead to practical involvement. Social and environmental community studies projects have tended to emphasise community solutions to social problems. Thus some schools have carried out surveys of local services for the handicapped and elderly, which have led to campaigns to secure special provisions, such as shopping facilities for the elderly, or improved access to buildings for the handicapped; planning projects have resulted in campaigns to focus public attention on local planning issues; and pollution monitoring experiments have resulted in community action, for example in Wales, where pupils succeeded in persuading the local environmental officer to take action against a firm responsible for polluting a river. But where surveys and campaigns for public action have no effect, active involvement may be one solution. Thus for example, in an area where there was a lack of play space, pupils became involved in designing and building an adventure playground, and in another area decided to convert a local disused maisonette into a Mums and Toddlers Club.

Probably the most challenging forms of community service are those which have brought the idea of participation and involvement into the school itself. For instance, several schools now have tutoring schemes, for remedial reading which are run by pupils. Usually they involve sixth-formers in helping younger pupils with reading difficulties in a one-to-one relationship in their own school, or fourth and fifth years tutoring younger children in local infants' and primary schools. 'Cross-age' tutoring has been extended by some schools to include games, crafts, maths and other subjects, and the possibility of broadening the approach to include links between colleges and schools has been demonstrated by the experimental science tutoring scheme which is being undertaken by second year electrical engineering students from Imperial College with third year pupils in their science course at Pimlico School.(5) American research suggests that both tutor and tutee again from tutoring, perhaps most of all the 'reluctant' learners, but while one observer has commented that 'tutoring seems to break the tyranny of the peer group' it is probably important to see it as breaking other tyrannies in schools.

And that of course is where the crunch comes. If community service has any lasting relevance for pupils it is because of what it has to say about the relationship between pupils and teachers and their schools. If we want pupils to grow up to play an active part in society they must have an active part to play in their education. Learning which reduces pupils to mere passive recipients of education, as Colin Ball has pointed out, in 'Education For a Change', is no education at all. (6) Community service may not provide a theory of educational change; and teaching people to help one another may not sound very radical. But if it gives young people a function and a means of contributing to society by learning, growing and developing confidence and understanding through doing something useful, it will have prepared them to take an active part in changing their own lives.

References

(1) **A Chance To Serve:** Alec Dickson, Edited by Mora Dickson, Dobson 1976.

(2) **Half Our Future,** H.M.S.O. 1963.

(3) **Community Service and The Curriculum, Schools Council Working Paper No. 17,** H.M.S.O. 1968.

(4) **Social Education: An Experiment in Secondary Schools,** Rennie, J., Lunzer, E.A., and Williams, W.T., Evans Methuen Educational 1974.

(5) **The Pimlico Connection, Asad Abidi and others,** Department of Electrical Engineering, Imperial College, London, 1976.

(6) **Education for a Change,** Colin Ball, Penguin Education Special, 1973.

JOINT MATRICULATION BOARD

EXAMINATION COUNCIL

Appointment of Revisers for 1978 GCE examinations

Applications for the post of Reviser (or Moderator) for the question papers in the following subjects in the GCE examination are invited from experienced school teachers in schools which are not centres for JMB examinations.

Psychology (Alternative Ordinary)
Industrial Studies (Alternative Ordinary)
Welfare and Scoiety (Social
Administration)
(Alternative Ordinary)
Archaeology (Alternative Ordinary)
Human Biology (Alternative Ordinary)
Woodwork (Ordinary and Advanced)

Further information and application forms are obtainable from the Secretary, Joint Matriculation Board, Manchester M15 6EU.

Closing date for applications: 24 June 1977.

SOCIOLOGY: THE CHOICE AT A LEVEL

Edited by Geoff Whitty and Dennis Gleeson for the Association for the Teaching of the Social Sciences

Since its inception in the mid-1960s, A level Sociology has become an immensely popular subject, particularly in colleges of Further Education but also, increasingly, in schools. Five of the major examination boards now offer examinations in Sociology at this level, yet it continues to create considerable controversy in many circles. This book concentrates particularly upon those issues facing teachers who are involved or interested in teaching A level Sociology. What are the differences between the various syllabuses? To what extent is there unnecessary duplication between them? Do any of them offer an opportunity to reassess the conventional relationship between teachers, students and examiners? Does A level Sociology encourage students to engage more critically and actively in the world they live in?

This book focuses upon recent developments and future possibilities in the teaching, learning and assessment of Advanced Level Sociology. Based upon the proceedings of the ATSS Conference, **Sociology in the Social Sciences, 16-19,** it gathers together information and comment on the various syllabuses now available and looks forward to possible future developments.

The book offers readers an insight into the views of examiners and practising teachers on these and related issues, and presents for scrutiny the various syllabuses, reading lists and examination papers. It also considers the proposals of two groups of teachers whose answers to questions like those posed here have led them to formulate their own alternatives in the form of a Mode 3 A level Sociology syllabus and a scheme for an Integrated Social Sciences A level.

Price: £1.80 paperback ISBN 0905484 07 X
£3.90 hardback ISBN 0905484 02 9

Please add postage 25p per volume.
Orders to: Heather Clark, A.T.S.S. Sales Officer, 54 Redbridge Lane West, Wanstead, London E11 2JU.

COMMUNITY AND THE CURRICULUM

A consideration of the implications of recent developments in Community Education for the School Curriculum.

by Greg Charlton
Thomas Bennett School, Crawley

A COMMUNITY SCHOOL

In a recent report by a Working Party to School Governors, the following general aims and objectives were identified:-

'COMMUNITY'

A. THE CENTRAL AIMS

The two central aims in the development of any community school are first to effect a fundamental change in relations between the school and its community, and second to improve the quality of neighbourhood life. The *need* to achieve these aims is nationally recognised: there is a universal dissatisfaction with the traditional barrier between school and community, and this feeling has been heightened by the aspirations, as well as the problems, of comprehensive education, and of the raising of the school leaving age. The *possibility* of achieving this change has been amply proved, originally in Cambridgeshire but more recently in many other areas.

Within this national context, the case for an early community development at this school is particularly strong:

(i) **As to need:**
- (a) On the community side, it is self-evident that the need to break down barriers is no less in urban than in rural areas. In Crawley in particular, the need to supplement central social and recreational facilities by substantial provision in the neighbourhoods is generally recognised, and this is more likely to increase than to decline.
- (b) On the school side, it is obvious that a distinctly progressive and innovative school such as this depends on diverse and continuing communications if misunderstanding of its purpose and policies is to be avoided.

(ii) **As to possibility:**
- (a) The notion that school-community development in urban areas is difficult to achieve derives from the fact that very often urban schools have no coherent neighbourhood. This does not apply in Crawley; indeed movement between this school and its neighbourhood is very much easier than in rural areas.
- (b) The school has, not in all but in most respects, excellent facilities for recreational and social activities. The pastoral tradition of the school is notably conducive to a development which depends on the opening up of relationships.

B. BRIEF OBJECTIVES

In considering the central aim the Working Party has in mind a number of *key objectives*. These are:-

(i) Creation of as many situations as possible in which the 'three estates', by cooperating in pursuit of a common voluntary purpose, come to know and understand each other better. By the 'three estates' we mean: the adults in the community (including of course all parents and future parents); the teaching and non-teaching staff; and the students.

(ii) Expressing a concern for the welfare of individuals through community service.

(iii) Publishing and making available, both in and out of school hours, the social and recreational facilities of the school to as many individuals and societies as possible without conflicting with the formal education of the children.

(iv) Sharing by the community a concern for the maintenance and improvement of the school's buildings and facilities.

(v) Coordinating voluntary help by adults in the community to support the formal and informal educational life of the school.

(vi) Establishing the best possible means of communicating information about the school and about all educational issues to parents and future parents of the school, and of dealing with their questions.

(vii) Devising means of participation by all those concerned in the making of decisions to effect the six previous objectives.

C. TWIN PROGRAMMES

The Working Party decided that the whole endeavour implied by the central aim and expressed by the seven objectives required *two programmes*. We have called these the *School Parent Programme* (SPP) and the *Community Programme* (CP). Though those operating both programmes would of course be ultimately responsible to the Local Education Authority and the Governors, below that level they would need different means of accountability and would be separately financed.

Though operating, therefore, as independent systems, the two programmes would collaborate and the success of each would be promoted by the success of the other.

Though there would be no artificial limitations to *concern* and *interest*, *responsibility* in terms of the objectives must be clear. Both programmes would be responsible, in their own fields, for achieving the relevant objectives.

SHORTCOMINGS OF THE USUAL COMMUNITY CONCEPT

These aspirations are probably typical of all community schools or colleges, although in practice they take a variety of forms in both rural and urban environments.

Recent purpose-built community colleges in Leicestershire have appeared and these have a facilities and a management system, including block financing, which allows a flexible interdependence of school and community. The possibility of appointing teachers on a joint basis, that is to say, having an average commitment to community education activities outside school time of one of the normal ten sessions per week is an example of this but it also highlights an important omission in community school development, i.e. the involvement of the community within the school curriculum. There are examples of schools where there has been a basic change in relations between the school and its community but few examples (if any) of schools where a fundamental change in the relation between community and curriculum have occurred. By this I mean something more significant than just students undertaking community service (i.e. voluntary work) in the community.

One reason for this inertia is because the central core of the school's curriculum has not been 'opened-out' to involve the community in the same way as the school's facilities have been. The control of the curriculum is still in the hands of an elite of 'experts' or 'professionals' and it is surprising the number of people who, although committed to the ideal of community schools, do not see this development as having any relevance to what actually happens to the people within the school as to what are the 'right' and 'wrong' things to learn and who should make this decision.

Furthermore the functioning of the school as a community needs careful consideration. If we expect a real community to be made up of people who participate fully in community life and to influence and change it then we must expect the same type of participation by members of the school community — teachers, students, parents, cleaners and others involved in the life of the school.

For a start we find that the people who make up the school's community are not a true reflection of society — they are restricted by age (5-10 years), physical and mental abilities/handicaps, finance (private system) and sex in the case of single-sex schools. Within the school we often find a divided community with division into levels of expected performance in the form of banding, setting or streaming. There is usually a powerful hierarchical structure where decisions are made by a few and where the 'learner' has little or no autonomy over his or her education and the influence of parents within the school curriculum is treated with extreme caution — even the so-called Great Debate is left carefully in the hands of the 'experts' for the public's benefit. The experiences and interests of these 'experts', whether the examining boards, teachers, headmasters, H.M.I's or politicians are generally very narrow and by no means a true reflection of our society.

The development of community education must surely question these traditional and limited approaches (and discriminations) towards the curriculum and the part played by the learner in his/her own education.

COMMUNITY CURRICULUM

We live in a world of rapid change and increasing complexity and thus any understanding of it must be geared to change and is likely to be complex. Schools blatantly ignore this — they are particularly reactionary to changes taking place within them. Teachers are uncomfortable working in an atmosphere of change and justify this in terms of providing a secure and stable atmosphere for their pupils. The school's curriculum is organised based on an academic (or administrative) structure with knowledge and human experience constructed within distinct subject areas. These areas or disciplines have their own forms of language which inhibit the pupils interpretation of experiences. It is not surprising therefore that education becomes so meaningless and irrelevant for so many people who do not experience a life which is split into separate compartments and who do not think as scientists, mathematicians, sociologists, etc., but whose interpretation/evaluation is as a 'whole'. Yet schools, particularly in the secondary sector, stick religiously to this segmented way of teaching in which reality is constructed so artificially and meaninglessly within the separate traditional academic disciplines instead of each discipline being used as a resource offering its own skills, content and approach and being used in an interrelated way with other disciplines and resources, including the lives of the pupils. For this to happen, then education must be viewed as a dynamic process with a dynamic relationship between teacher and pupil sharing experiences and learning together.

Education takes a place within a social context and the values, skills and attitudes of the family, community and society are brought into the school in the heads of the people who make up the school community. We all interact with other people, have interests and experiences which are evaluated in terms of what we already know, feel and regard as being important. It is a recognition of this that one would assume to be fundamental to any curriculum in a community school. Does this happen?

Many schools have now established links with the community within their curriculum. This usually takes the form of Community Service or Voluntary Work for what the school terms their 'less-able' students. These activities are usually organised within the Social Studies/Humanities department; thus both the selection of students, the nature of the work and its positioning within the academic structure indicate the low-status and devalued academic importance with which community-based education is held — but it does get the school such good publicity.

In an attempt to organise a community-based education avoiding the above failings, the following justification was given:-

"It is essential that education should provide young people with the kind of experiences that enable them to understand and adapt successfully to the complex living conditions of present-day society. There is no substitute for first-hand experience and therefore community studies are a vital aspect of the school curriculum, not as a separate entity, but as an integral and fundamental part of a school's life. Through this commitment and involvement the school community may develop its relationship with the larger community to which it belongs and it is important that the relationship should be a reciprocal one so that the community as a whole is involved in the process of education. Community studies enable students to find out more about the needs of the community and what may be done to meet them. Students are able to establish relationships and communicate in various situations which require them to be flexible, sensitive and patient both as individuals and as part of a team. Their activities involve them with different members of the community, either as individuals or as representatives of local and national organisations and bodies and as a result develop a sense of identification with the community and through a critical analysis of their work recognise any inadequacies and plan and organise their own activities towards ends which they value. To achieve these ends students must assimilate knowledge of local social and political structures and find out details of local services, amenities and sources of support. Knowledge of administration, management and finance may also be necessary. Students, by studying the local environment can research factual information and discover people's feelings and by analysis of this information, define the problems in order that they may plan activities which may involve organising team work, perhaps in co-operation with statutory and voluntary organisations which improve the life of the community. It is important to remember, therefore, that the work which students undertake and the help they give is usually both valuable in itself as well as providing considerable educational advantages."

Furthermore, because of common misconceptions amongst teachers throughout the school the following statement was produced at a later date in order to emphasise:-

(i) That community studies does *not* mean a restrictive approach to education, i.e. although interaction with other people and organisations takes place on a 'local' level (as it does for most actions in all of our lives), the scope of the knowledge which can be learnt and the understanding gained can be as broad as in any other aspect of education, and I would like to illustrate this with three simple and very practical teaching examples:-

  (a) a study of the local industrial estate would very quickly lead to the realisation that many of the factories are only a small part of large multinational companies with interests in various parts of the world. Students would also very quickly find out that materials necessary for their parents work on the estate are obtained from all over the world. Crawley Industrial Estate is not an entity, but it is part of an economic system that operates on a global scale and therefore consideration and understanding of global factors is necessary.

  (b) a main reason for Crawley's prosperity is Gatwick Airport and again this links people's lives and jobs in Crawley directly with other parts of the world.

(ii) For many students these experiences become an extremely important part of their lives and therefore in their minds their significance is not restricted to a particular part of the day, nor a particular part of their education. It is a wider experience. Thus, the motivation and interest created for students can be "used", built upon, or integrated into many other aspects of their education, e.g. a student in a woodwork lesson making toys to aid his work in a playgroup, and a student involved in Dance or Drama arranging a showing of their production at a local mental hospital.

(iii) Students and staff involved in Community Studies become labelled as "do-gooders", and although a basic aim of the work is to improve the quality of life in the community through working with, and if necessary, helping people, this is only one aspect of this type of education. The students are encouraged to think critically about their work, i.e. to think about the cause of problems and not just to alleviate the problem.

So whether we are studying work, standards of living, socialisation or most other aspects of our lives, we can only gain a full and complete understanding by learning about these things in the context of our community being part of and dependent upon the rest of the world. Thus a programme of community-based education means teaching about these things as well as involvement and interaction on a local scale. Thus students are involved locally in a personal way with people and organisations which are affected by these much larger influences.

Despite various efforts, the community studies programme of activities was accommodated within the area of the curriculum, namely the Humanities Faculty, and become integrated into an already existing Mode 3 'O' Level/CSE course taught in a mixed-ability situation. Thus the 'community' has not become a fundamental part of the school's curriculum, nor has it changed the traditional distinctions between disciplines, nor prevented the split between the academic and pastoral systems. It is considered by most teachers as a worthwhile experience (more suited to 'certain' students than others) and of course of less academic and educational value than traditional school subjects.

At present some 60+ students are very involved on courses which are totally based upon community studies with a further 400/500 students undertaking activities periodically which utilise the community as a resource. A typical half-day's activities for a class consisting of students in the first category would include about 15-20 students visiting playgroups, primary schools, mentally handicapped hospitals, individuals in their own homes, and other places, on a regular basis (for a continual period of at least half a term) 2-6 students undertaking surveys for their own project work, 6 students visiting a place of their choice to extend their research/experience in a particular field of study and perhaps 6 students taking part in a discussion in the classroom with 'expert' guests. For this type of programme to operate, voluntary help from parents and other adults and organisations is required. Rather than concentrate on the complicated organisational, monitoring and administrative systems which need to be developed and which organisation such as CSV will help with, I would like to concentrate on the most important aspect of community-based education — the relationship between the learner and what he/she learns.

Much of what I have said is very critical of community-based education in schools because the schools fail to allow their claimed community ideals affect what they actually teach and the way they teach it. My experience has been in attempting to place the curriculum of the Humanities Department within the social context of the direct experiences, interests and actions of the students, i.e. a study of the community by the community in the community.

Students are interested in other people. Relationships play a very big part in their lives. They enjoy meeting and working with people outside the confines of the school, in real-life situations and are stimulated by what they see, hear and do. Their interest is at a concrete level and although their understanding may utilise complicated and abstract concepts involving new areas of knowledge and ideas far-removed from their own experiences, they have a real meaning. Such is the involvement and commitment of students that they undertake a far more independent and critical approach to an evaluation of their experiences and therefore a far deeper understanding than usual. Students are working towards ends which they value, doing things they believe important and want to do. The teacher develops the skills necessary to analyse the experience, introducing the student to further areas for research, helping the student develop his/her ideas and plan further activities. Many lessons are deeply moving experiences for both student and teacher who work together because of a shared interest and concern. This incredible degree of enthusiasm and motivation extends into activities organised regularly during evenings, weekends and school holidays with the setting-up of a care-group which consists of other students, parents, teachers and members of the community involved in various projects. The effect of the action of individuals or groups of students can be enormous: over the last 18 months they have completely changed the atmosphere of a local mentally handicapped home and in a local mentally handicapped hospital their work and approach/attitude towards the residents has been used by the hospital as an example for the experienced trained nurses to copy in order to bring about a more tolerant and constructive approach to their work.

Fundamental to all this work is the fact that students are given responsibility for their own actions and play a meaningful role in determining their education because they have the right to exercise choice, depending on what they believe to be important or correct. This develops confidence which in turn can not only affect their willingness to meet and ability to cope with new situations but also affect their attitude and performance in the whole of their education because they are able to represent opinions, make decisions, propose solutions and participate constructively in group situations. The open nature of a community-based education encourages an openness to explore personal attitudes and values and to assess alternatives.

It is very difficult to describe fully these experiences which are very different from the education many of us have received. It is difficult for many other teachers in the school to appreciate how different in nature and meaning this type of work is — how complete or "whole" the experience can be and yet despite this. Maybe because of this (i.e. because this approach is so different, so threatening to some teachers and schools) it is restricted to one area of the curriculum, devaluing its credibility and denying its completeness and significance for the rest of the curriculum. For many students it becomes the focal point of their education — they actually want to learn because it is relevant to their lives and has meaning to them as individuals — enthusiasm and individual autonomy to such an extent is difficult for the hierarchical and departmentalised school to cope with so it is very rare for a real community-based curriculum to exist.

This article is obviously aimed at social science teachers, although so far I have been concerned with the whole curriculum. Assuming that it is likely that community based studies will initiate (and perhaps grow out of or remain restricted) within the social studies area then a consideration of the nature/format of a Community Studies Course is necessary. The following outline has arisen out of our experiences and contains paraphrases from a working party report on the development of a community-based school curriculum, but I have deliberately kept the details general so as to stimulate thought and action in other schools, bearing in mind that one of the main advantages of a Mode 3 syllabus is that it allows teachers to think about and plan the curriculum suited to the needs of their own students in their particular community. Any syllabus must allow personal interpretation of experiences on different levels transcending the particular subject barriers — so the syllabus must be flexible as well as extremely well organised.

Outline of a Mode 3 O LEVEL/CSE Community Studies Syllabus

Introduction

The syllabus focuses attention on a series of topics allowing an integration of the methods and concepts of the traditional disciplines, e.g. history, geography, sociology, economics, religious* and moral studies in consideration of the important aspects of the human condition. The syllabus takes the form of a series of topics each one being designed to present an internally consistent field of study, in which the topics are related to one another in such a way as to form a viable and coherent integrated course.

Aims

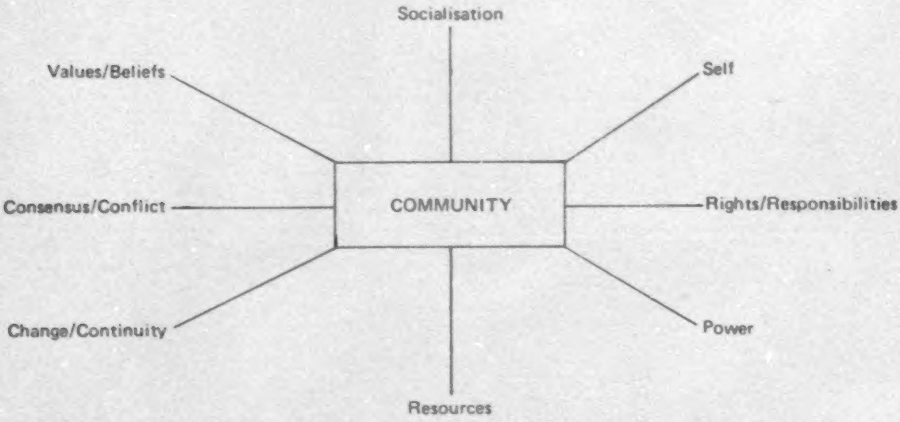
To provide students with skills necessary for an understanding of significant aspects of the world which concern the lives of individuals and communities of which they are a part and to prepare students to play a responsible and constructively critical role in society.

Objectives

To develop the following skills:-

Rationality	Sensitivity	Creativity	Confidence
(a) The selection, evaluation & application of data & evidence. (b) Knowledge of terminology used in the study of chosen topics. (c) The organisation of information through key concepts* (d) The formation, development, application & testing of hypotheses	The ability to exercise empathy (i.e. the capacity to imagine accurately what it is like to be someone else), based on primary and/or secondary sources	The ability to express & develop those thoughts & feelings which are primarily individual	The ability to present opinions, to make decisions, to propose solutions, to participate constructively in group activity; to show on openness to & explore personal attitudes & values & to assess alternatives.

The core* concepts for studying and evaluating communities are:-



The central and underlying/unifying concept of community allows the students to relate general abstract concepts to something which is tangible and 'down to earth' because they are involved in it and bring it into the school in their heads whatever the level of study. Whether at the level of the local or international community, the emphasis is on social relations – how people get on or don't get on with each other.

Ways of Working

1. Thematic – based to bring out a core of knowledge.
2. Each theme can draw upon any of the major social science perspective and skills.
3. Each theme to be based upon a core of key lessons/experiences which have a social context, i.e. that the activities and experiences offered are relevant to the needs and interests of the students and relate to the existing value system of students. In these lessons students are trained to research and evaluate for themselves a variety of views, opinions and explanations using primary and secondary material.
4. To relate as much as possible to real life and current events.
5. To use the community as a resource.
6. To encourage involvement of the community in the course and the use of the school's facilities.
7. To make the course as student-centred as possible so that each child can develop his or her natural skills and understanding.

The work is to be presented through the appropriate medium, in an organised manner which effectively conveys ideas, feelings and information.

Content

Typical themes could be :-

1. **Socialisation** – Values, attitudes, skills of the community. Variation between cultures. Deviance/Conformity. Relation of socialisation to the form and structure of society. Learning roles. Growing up. Effects of major agencies of socialisation – family, education, peer group, friends. Function of mass-media.
2. **Living Environments** – Content would depend upon the school's environment, e.g. whether it was part of a rural or urban community, but should include the effect of the environment upon individuals (and vice-versa) and a study of the world of work, e.g. works experience in the form of 3 weeks placement in a work place and this should be linked to careers education.
3. **Rights & Responsibilities** – Human needs. Social and Legal rights. Rights of groups within the community, e.g. young children, workers, women, immigrants, O.A.P's, mentally handicapped people. The Welfare State.
4. **Wealth and Poverty** – The World's Resources. Relations between countries economically. Patterns of inequality within and between nations. Balance in the environment. The world as a community. Development strategies..
5. **Power & Conflict** – Political systems/ideologies. Power of Nations. Causes and effects of nationalism. Conflict within and between nations. The Human Factor – why persecution? Why prejudice? The Nature/Nurture controversy. Current affairs – co-operation and conflict in the world today.

The course involves areas of lasting human concerns as well as areas of basic fact. Where matters of fact are concerned it should be made clear to students that there is not disagreement about them. Where normative statements or ideological positions are involved it is very important that we do not show bias. The educator's personal ideological and ethical positions must not determine the views and/or facts made available as sources of evidence to the students. Contrasting political/social/religious etc. views are made available where a variety of views is held.

Evaluation

If students cannot express themselves in the social context then they are not achieving the aims of the course. Most people's ability and points of view are reflected in what they do and what they say. Thus the evaluation must reflect the real-life situation if we are going to enable students to develop into mature people who play responsible and constructively critical roles in society.

There must be (a) an oral mode of evaluation and (b) an examination of performance in 'real-life' situations within the community as well as within modes of evaluation. The suggestion that students should be assessed orally and in a practical manner is usually met with opposition from academics and examining bodies. Why? There is no reason to suggest a written mode is more valuable or correct. It is not uncommon for a CSE Board to accept the oral mode when 'O' Level Boards will not. This is a ridiculous situation – the ability to teach is assessed during teaching practices and most job appointments are based on oral assessments in the form of interviews, and yet teachers and other educationalists tend to oppose such innovations.

The form of the evaluation could be :-

(1) **Written assessment** –

(a) a piece of extended research in the 4th year of 2 - 3,000 words. 15%

(b) a piece of extended research in the 5th year of 2 - 3,000 words. 15%

(c) a multiple choice examination, covering all the main perspectives and concepts to be taken at the end of the 5th year. 30%

(continued on page 22)

DIRECTORY OF SOME ORGANISATIONS USEFUL FOR TEACHERS ENGAGED IN COMMUNITY STUDIES.

Compiled by John Turner

In compiling this short directory, consideration has been given not only to how useful the organisation might be in assisting the development of a course in terms of their activities, but also in terms of how efficient they were in replying. Teachers are advised to concentrate on those organisations who are keen to become involved in the curriculum (marked ** below).

AGE CONCERN

Bernard Sunley House,
60 Pitcairn Road,
Mitcham,
Surrey.

Age Concern produces many leaflets and books such as "The Elderly in Society" which is specifically designed for schools, and a small booklet for pensioners entitled "Your Rights" which would be useful for young people working with elderly people.

ALCOHOLICS ANONYMOUS,

Box 514,
11 Redcliffe Gardens,
London SW10.

Exists to combat the problem of alcohol addiction by the mutual support of members. It specifically "does not wish to engage in any controversy, neither endorses nor opposes any causes". It concentrates on enabling those who wish to remain sober.

It publishes a free information leaflet, a monthly magazine known as "SHARE", and it has published a few books.

AMNESTY INTERNATIONAL **

55, Theobalds Road,
London, WC1P 8SP.

This is a worldwide Human Rights movement which works for the release of people imprisoned on political, religious or racial grounds. It also has a major role in speaking out against torture, capital punishment and unfair trial.

In addition to its centralised investigatory and publishing role, at local level Amnesty groups "adopt" a named prisoner and campaign for his/her release by a variety of means. Many local groups are keen to establish links with schools.

CENTERPRISE,

136 Kingsland High Street,
London E8.

A flourishing community centre/meeting place/bookshop/publishing company that has, from the beginning, set out to be a meaningful centre for the local community. They have published a number of books by local writers, such as "Hackney Half-Term Adventure" and "Talking Blues".

Centreprise is a model for a community organisation that provides a mouthpiece as well as a meeting place for the community.

CENTRE FOR EDUCATION ON WORLD DEVELOPMENT

Formally known as VCOAD, it is a coordinating agency for a number of bodies involved in education about the Third World. It has a large number of publications, some of them free, and many of which stress the community approach to understanding life in the Third World. One of the most useful publications full of information and sources of information is "The development Puzzle" edited by N.L. Fyson. A new edition has recently been published.

COMMUNITY RELATIONS COMMISSION,

15/16 Bedford Street,
London SC2E 9HK.

Essentially the Commission exists to promote education in the field of "Community relations". In the present climate, and for the forseeable future, this role will inevitably be one of providing information and counteracting myths about immigration.

The Commission has so far been distinct from the Race Relations Board established under the 1968 Race Relations Act but by the time of publication of this edition the two bodies should have merged and will be called "The Commission for Racial Equality".

The future of the new organisation seems a little vague at the moment but one would expect them to continue providing a quantity of free information for teachers, including those in multiracial schools. The RRB publishes a bi-monthly newspaper called "Equals" which is very useful back-up for those involved in teaching about race relations.

COMMUNITY SERVICE VOLUNTEERS **

237 Pentonville Road,
London N1 9NJ.

A small, but expanding organisation which has two main features. One is a volunteer programme which endeavours to place young volunteers in projects away from their home area. The other feature is a growing supply of teaching packs which are excellent support materials in many areas: Mental Health, old age, physical handicap, playgroups, urban planning, social case work, appropriate technology. Forthcoming will be a directory of schools-based community projects (Summer 1977).

CONFEDERATION OF BRITISH INDUSTRY,

21 Tothill Street,
London SW1H 9LP.

The CBI is increasingly concerned to facilitate learning about industry and commerce. The Confederation has established a project entitled "Understanding British Industry", which aims to provide information and teaching materials via a Resource Centre, and to encourage or initiate links between school and industry on a step-by-step regional basis.

Part of the aim of the project is to build on the basis of such school/industry links as the work experience scheme, the Trident scheme, and various projects.

CONSERVATION TRUST,
246 London Road,
Earley, Reading,
RG6 1AJ.

The trust exists to promote greater environmental awareness and understanding. It does this mainly through the publication of relevant materials including guides for teachers of various age groups, and the recent establishment of a resource library with which schools may register. At present the library is small but it is building up rapidly.

HELP THE AGED **

The organisation concentrates on the publication of materials for schools. A well presented and useful book is now available entitled "People not Pensioners". Speakers can be provided. In addition, examples of Community Studies-type CSE syllabuses which involve some aspects of the life of elderly people can be provided.

MINORITY RIGHTS GROUP,
Benjamin Franklin House,
36 Craven Street,
London WC2N 5NG.

The Group publishes a number of reports on minority issues around the world. These are often heavy going for younger students. Christian Aid, Oxfam and other "Third World" agencies have relevant and simpler materials though usually from a different perspective. MRG materials would be most useful as teacher resources or library copies.

NATIONAL ASSOCIATION FOR MULTI RACIAL EDUCATION **
Information: Madeleine Blakeley,
Bishop Lonsdale College,
Mickleover,
Derby,
DE3 5GX.

The Association aims to promote changes in the education system which will further the development of a just multiracial society. As such it is a pressure group which presses for change. Those interested would best join or establish a local group to share ideas and cooperation. Failing this the Association will provide for teachers information, advice and expertise; it occasionally holds conferences and exhibitions.

OXFAM ** 274 Banbury Road,
Oxford.

Oxfam's image seems to be slowly changing. Nowadays in addition to the local shops and regional offices which are primarily concerned with the organisation of financial and moral support, the organisation is developing closer links with schools through the officers of its education department.

There is an increasing amount of material available from Oxfam which takes a community-based view of development; accordingly in addition to providing general background information on Third World issues, it may be possible to provide details of Third World Community projects and community life, for comparative purposes with similar aspects of life in Britain.

Contact the above address initially and you will be referred to your local organisation.

RELEASE, 1 Elgin Avenue,
London W9.

An important source of "alternative" information on the process of apprehension and sentencing in Britain. Though Release still publishes mostly on the illicit drugs theme, it has broadened into other areas such as arrest abroad, women's rights, legal advice, etc.

In a smaller way, Release appears to be operating in areas similar to those of the NCCL (who did not reply to our letters!)

RUNNYMEDE TRUST,
62 Chandos Place,
London, WC2N 4HG.

Mainly useful as a source of information and material on race issues. One of its most useful publications is "Ethnic minorities in Britain".

SHELTER, 157 Waterloo Road,
London SE1 8UV.

Ten years old now, Shelter has been the most influential group campaigning on the issues surrounding housing shortages and inadequacies in Britain. It has a range of teaching materials, and sub-section called "Young Shelter" and a regular newspaper called "Shelter News". Clear statistical/factual information seems hard to obtain from them, and although they are keen to enter schools their financial problems rather restrict their support activities for housing projects.

TOC–H 1, Forest Close,
Wendover,
Aylesbury,
Bucks, HP22 6BT.

A Christian-based voluntary social-service movement. A national programme of work projects is organised every year (for example: playschemes for underprivileged children, holidays for physically handicapped, work in psychiatric hospitals), mainly to attract those over 16 to try some form of voluntary work. Nearly 1,000 branches exist in Britain.

YOUNG VOLUNTEER FORCE **
7, Leonard Street,
London EC2A 4AQ.

This foundation has recently been increasingly involved in social education projects, essentially what many Community Studies courses are about. They will be able to provide examples of their activities and ideas for developing courses.

OFFICIAL SERVICES

Department of Health and Social Security
Free information on all aspects of statutory welfare benefits from: DHSS Leaflets Unit, Block 4, Government Buildings, Honeypot Lane, Stanmore, Middx. HA7 1AY.

Local Social Services Depot
Most councils publish a directory of Social Services for their area. It is a crucially important document and could form the quickest way of gaining contacts and opportunities in the locality. Some Social Services department employ people specifically to liaise with schools.

Local "Unofficial" Groups
Most urban areas are well supplied with voluntary community groups.

It is a good idea to contact such groups early on since they usually want to involve young people, are very active and are always closely in touch with the real problems and needs of the local community.

Contact is usually by a "domino-effect": contact one, and you get names and addresses of others. Start by finding a meeting place, or a legal action centre, or a housing aid group, and work from there.

(Continued from page 19)

3. **An Oral Mode** – A prepared talk plus answers to criticisms from staff. 20%

3. **Evaluation of Practical Work** – An evaluation of the students practical involvement in the community, e.g. the planning and operation of a community project. 20%

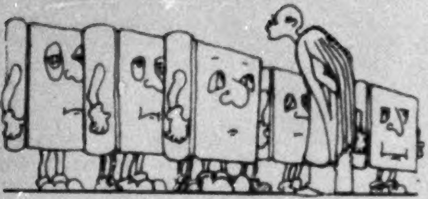
100%

Thus it could be possible to establish a community-based course which is accepted by the examining boards and relates to the traditional school disciplines.

A Community-based curriculum offers students experiences which can be deeply moving, meaningful and relevant. It allows an open attitude towards education – a genuine 'Great Debate' because it is continuous and allows everyone concerned with education to participate – it involves the people of the community in an active way and not just the consumers of the educational product decided upon by the experts.

However, for this to happen it requires considerable changes in attitude by teachers and others with their fingers in the educational pie. It requires headmasters, teachers, politicians, etc. to relinquish their power, to discuss and examine their ideas and actions and to share decision-making with all the interested parties. There is a basic conflict between the present ideologies and structure of schools (including those labelled as 'Community Schools') and the ideology and practice of a community – based education. At the crux of it all is what the actual education is like and what it means to the learner. Community education puts this first. Experience has blatantly shown that this is how students want to be treated and how much enthusiasm and motivation can be generated and how much can be achieved.

Greg Charlton is at present Head of Community Studies, Thomas Bennett School, Crawley.



REVIEWS

EXPLORATIONS IN THE POLITICS OF SCHOOL KNOWLEDGE
Edited by Geoff Whitty and Michael Young
Published by Nafferton Books at £2.95
Date of Publication: 1976
Target Group: Teachers

This collection of papers provides a powerful critique of existing practices in secondary education and of the ideological support given to the state system of education by such external but related institutions as the college of education, publishing companies, the Schools' Council and the mass media. The contributors concentrate their analyses on how existing knowledge is culturally reproduced for each new generation and they are united in their hostility to the way school knowledge is reified and uncritically transmitted to pupils and students. The editors have attempted to provide an intellectual framework based on Marxist perspectives and the nascent sociology of knowledge. The book is in the tradition of Michael Young's earlier 'Knowledge and Control' and the recent Open University sociological reader, 'Schooling and Capitalism'.

There are four sections to this volume each with a very brief introduction by the editors. Part one deals with the politics of school subjects with articles about the teaching of English, Music, Social Studies and Science. The banking concept of education, inert knowledge encapsuled within subject disciplines which are reputed to reflect and legitimate the interests of traditional and existing cultural and economic elites, and expository styles of teaching with hierarchial relationships between teachers and taught are forcefully attacked. For the authors, knowledge is socially constructed and hence what is to count as knowledge should always be regarded as problematic; knowledge should liberate rather than subordinate the individual, and thought, feeling and action should be united to serve a public purpose. All very desirable. But the writers of these papers appear so anxious to transform existing classroom practices and initiate new socialist alternatives that they fail to realise at times that their own Marxist theories and strategies can likewise be construed as problematic. If their alternatives are to convince a wider public, their theoretical foundations must be underpinned by more developed and explicit educational, sociological and epistemological theories than are evident in these papers.

The second section examines aspects of the hidden curriculum with papers on each of the following: marking work, keeping files, text-books, the T.V. quiz and schooling teachers. The life of the school is related to the wider social and political context of contemporary capitalism. Marks, school records, text-books and the right answers to quizes give a spurious objectivity to facts and promote calculative, passive and unimaginative responses and attitudes in young people. By such practices the next generation are well prepared to conform to the requirements of capitalist enterprises and state bureaucracies. The last paper in this section argues that future teachers are taught in theory to adopt liberal approaches but in practice are taught by traditional methods. Thus the liberal image and stance of colleges camouflage their conservative pedagogy and thereby new recruits to teaching, despite any rhetoric to the contrary, are successfully trained to perpetuate the existing practices of schools.

Some attempts are made in the third section to develop alternatives. The first paper here criticises the transmission model of teaching and endeavours to construct an alternative approach based on the interactive reality of group processes and on the experience, interest and personal autonomy of each individual. I thoroughly recommend the next two papers which relate the experiences of practising teachers, one in the field of Humanities and the other in Physics, for they show what can be achieved in comprehensives despite all the constraints and difficulties. Teaching situations are constructed so that students gain confidence, have enjoyable experiences, take the initiative and gain understanding. Knowledge here at times is demystified. Of the remaining papers, one explores the nature and importance of media literacy and the issues that audio-visual, technological developments raise for schools and in the last the teachers of the White Lion Free School give an account of their struggles in establishing a new kind of school.

In the final section the limits to educational change are explored. The centralist and monopolistic nature of the Schools Council, the hidden curriculum of the Stenhouse Humanities project, the bureaucratic obstacles that have to be overcome by schools wishing to develop Mode 3 C.S.E.'s, changes in the world of educational publishing, the culturally acquired inbuilt resistance of pupils to curriculum innovation in mathematics and finally the history and internal conflicts of the Rank and File group with the National Union of Teachers are each the subject of critical analysis.

In all, this is a stimulating collection of essays by teachers who are dissatisfied with the status quo. As is often the case with readers and perhaps, as is to be expected with work attempting to break new ground, the book taken as a whole lacks theoretical clarity and coherence. I would like to see the implicit Marxist assumptions made more explicit and the relationship between education on the one hand and knowledge, economic relations and ruling class interests on the other elaborated and refined. It is too often assumed that capitalism, which incidently is never intellectually scrutinised in this book, is the only evil and that all school practices both reflect and consolidate the existing capitalistic social relations of production and the interests of the ruling class. If socialism or collectivism or any other -ism or system were to be substituted for capitalism would not similar problems pertaining to the nature of knowledge, the distribution of power, the purpose of education, the freedom of individual, and other perennial questions still be with us? As one contributor states, "there is no coherent Marxist theory of education". To develop such a theory in depth, including epistemological considerations, and in historical detail would require sustained intellectual effort. A book or series of books and not further collections of papers and readers, devoted to this demanding task is wanted. As a teacher, I would agree with the practising teacher in the book who claimed that, "pupils' understanding is the key issue".

It is a challenge to all radical teachers in the present time of retrenchment to openly criticise educational conservatism. The Black Papers with all their publicity need refuting. This book contains the intellectual seeds and insights for theory and practice for further development and change. To those seeking radical paths in education these papers should open some doors and widen others.

Paul T. Abbs
Codsall High School

SOCIOLOGY: THE CHOICE AT A LEVEL

Edited by Geoff Whitty and Denis Gleeson for the ATSS
Published by Nafferton Books and available from Heather Clark, 54 Redbridge Lane West, Wanstead, London, E11 2JU at £1.80 plus 25p. p&p.
Date of Publication: 1976
Target group: Sociology teachers

Based on the proceedings of the ATSS conference, Sociology in the Social Sciences, 16-19, held at the University of Keele in 1975, 'Sociology: The Choice at A Level' consists of brief discussion papers given by representatives of the five relevant examining boards, 'conference comments', and the syllabuses, book-lists, specimen exam papers etc that the sociology teacher needs in order to decide which exam to enter his students for. In part then, this is really a handbook of essential information for the sociology teacher.

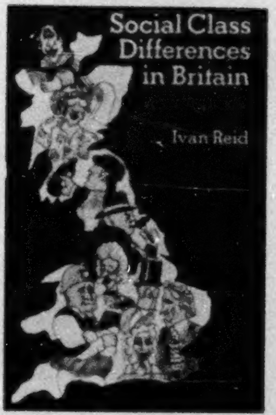
But perhaps the most interesting theme running through the book is the differences between the syllabuses and what the examining boards actually want from A level sociology students. For example, 'phenomenology' and 'ethnomethodology' are mentioned on several occasions in this book, yet they appear on no syllabus (and very few of the recommended textbooks). Further, both the AEB and Oxford syllabuses have, potentially at least, shifted in the last few years more than an analysis of their syllabuses would indicate. How then is the sociology teacher to find out what he is 'supposed' to teach? The answer would appear to be to attend ATSS conferences where chief examiners will give him a few priceless clues. And if his local education authority doesn't agree, he can always buy the book of the event.

The discussion papers are extremely variable in content and style. On the two established syllabuses, Roderick Martin is most apologetic about the conservative and conventional nature of the Oxford exam, while Tony Marks, as boss of the British industry with probably the highest growth rate over the last decade, is primarily concerned to emphasise AEB's drift towards 'theoretical and methodological pluralism'. (Throughout the book, incidentally, there are the customary remarks about the dreaded structural-functionalism of Cotgrove's days at Aldershot. Was Sociology A level in the late 1960s really as bad as is now implied?)

Of the three new syllabuses, the JMB's is probably the most widely known already, and one certainly gets the impression that Ian Shelton (who wrote the discussion paper reprinted here) and his colleagues put more thought and planning into their course than went into either the London or Cambridge exams. The JMB syllabus, for example, is the only one to give details of the knowledge required and the abilities to be tested in the exam. My only reservation about their course is that many of the teachers, let alone students, will have difficulties with the knowledge and skills the JMB expect, but that is perhaps a criticism more of sociology teachers than the JMB.

Unfortunately there is least detail in this book on the London and Cambridge syllabuses, which is somewhat ironic as these are the two courses which have not yet been examined, and therefore are least known about. Both are comparative and 'macrosociological' in perspective, the Cambridge representatives, Terry Johnson and Sidney Holloway, making the point that their syllabus is based on the 'belief that students will benefit more by a comparative study of societies than by a comparative study of sociologies'.

Faced with a syllabus they dislike, many teachers begin muttering about the advantages of a Mode II/III scheme. Loughton College of Further Education are one of the few institutions to take this muttering a stage further, and Allan Rowe provides a highly useful account of his and his colleagues' efforts to establish a Mode II/III A level Sociology course. Clearly, for most sociology teachers a Mode III A level is not really a valid or possible alternative, but Loughton's scheme is perhaps the most positive attempt yet to overcome the many disadvantages of a conventional Mode I examination.



Social Class Differences in Britain:
a sourcebook Ivan Reid

In one volume all the key data on class in British society, as it affects work, income, birth, health, death, family and home, education, politics, religion, leisure and opinion.
MARCH 1977 HB £5.75 PB £2.95

Developments in Social Studies Teaching
Denis Gleeson and Geoff Whitty

One of ten volumes in the CHANGING CLASSROOM series (General Editor: John Eggleston), this book traces developments over the last decade, and particularly the growth of the 'New Social Studies'.
'An important contribution to the task of bringing social studies to the schools and making sure that when it is there it is alive and responsive . . . should be widely read.' THE SOCIAL SCIENCE TEACHER OCTOBER 1976 HB £3.90 PB £1.75

Approaches to the Study of Social Structure
edited by Peter M Blau JANUARY 1976 HB £5.50 PB £2.90

Open Books

Open Books Publishing Ltd
11 Goodwin's Court
London WC2N 4LB
Telephone 01-240 2107

The Human Web

Second Edition

Gerard O'Donnell

First published less than two years ago, this book has been widely adopted not only as an O level text (and as an introductory text for A level sociology), but also as a source of stimulating material for non-examination general and liberal studies courses in schools and Colleges of Further Education.

In a survey by **The Social Science Teacher** of seventeen textbooks for GCE and CSE sociology and social science, which began by lamenting the fact that among these there were "so few surprises, so few challenges to the intellect or to the emotions", the first edition of **The Human Web** stood apart from the crowd:

"This book seems to have been written with the intention, not of conveying lots of information, but to provoke discussion and stimulate the students' imagination. Many points are raised which would make the student look at the society he is living in and so form his own opinions rationally."

Likewise in a survey of seven sociology textbooks by **The Times Educational Supplement**, the book was singled out:

"O'Donnell ranges wider than the rest for his examples and is as concerned with general and liberal studies as with O level. He adopts the most humane approach, not aiming to pack in all the facts and concerned with the vagaries of life as much as with its routines."

The welcome, jargon-free approach is preserved in the second edition, but the information that is provided in a variety of graphs, tables, diagrams, maps and photographs has been updated where significant and footnotes appended where relevant.

Publication July **£1.95**

Inspection copies from **John Murray,**
50 Albemarle Street, London W1X 4BD.

Roland Meighan's ATSS Paper, 'Is an integrated Social Science A level possible?', is reprinted, though, as Meighan himself admits, there seems little demand for an integrated approach, and I am not at all convinced that he makes a sufficiently strong case to be able to answer his question in the affirmative.

So the sociology teacher appears to have a 'choice' of five syllabuses to subject his students to for a couple of years. And who are the wise and wonderful people who decide what these syllabuses shall consist of? And, more importantly, what counts as valid sociological knowledge in their respective courses? Not surprisingly, A level sociology courses reflect different academic views on the nature of sociology. The Cambridge course is almost identical in perspective to the Leicester approach to sociology (both Johnson and Holloway teach at Leicester)? the JMB course reflects the interests of the north-western ethnomethodologists; Oakley, writing of the London course, says 'teachers who are sociology graduates of London University will not find the new A level syllabus unfamiliar', while Martin, writing in similar vein, admits that 'the Oxford examination paper reflects the professional judgement of most Oxford sociologists'. AEB lacks the academic and institutional constraints of the other boards, and, perhaps as a result of this as much as conscious choice, currently seems less closely linked to any one particular sociological perspective.

In practice, of course, the title of this book is a misnomer, and many of the contributors base their comments on the assumption that the sociology teacher will be able to weigh up the pros and cons of each syllabus, and decide which one is most suitable for him and his students. It is much more likely that he is told which board's exams to teach, simply because his school or college enters all its candidates for that particular board's exams. The proliferation of sociology A level courses is not to be welcomed because it offers teachers more choice, but because it potentially offers more students the opportunity of studying sociology A level for the first time. And for those colleges and schools thinking of offering sociology at A level this is an invaluable book to put into the hands of the prospective teacher.

Paul Cooper,
South Downs CFE, Hants.

RAIDS AND RECONSTRUCTIONS:
ESSAYS IN POLITICS, CRIME AND CULTURE
By Hans Magnus Enzensberger
Published by Pluto Press at £3.30 paperback
£7.50 hardback
Date of publication: November 1976

Hans Enzensberger's reputation in this country is based on very little published material – Penguin Modern European Poets 1968, and a couple of articles in the New Left Review. Readers of this volume will realise why his reputation in his nat Germany is rather more substantial. The n essays, some appearing for the first time in Engli (and the translations are excellent), cover a wi range, from education and the mass media, throu crime and treason, a portrait of Trujillo, a bri history of nineteenth century Russian revolutio aries, and an account of the shortcomings of th Cuban CP, to an indictment of Western socialist superficial accounts of Eastern Europe, and brilliant analysis of the ecological movement an its role in capitalist societies.

The refreshing aspect of this book is tha Enzensberger is determined to generate a genuinely Marxist account of matters from which othe Marxist writers have tended to shy away. At any rate, I've never read a Marxist analysis of conservationism, let alone such a thoroughly credible one as this. It is possible to conduct a dialogue with this writing – it is certainly impossible simply to absorb it. Every page has a phrase or sentence which can stand alone as a stimulus either to solo thinking or to seminar discussion.

I don't want to play the game of arguing what *kind* of Marxist Enzensberger is – this tends to be a pretty sterile activity – but a passage in the last essay is a key to his approach: "Marxist theory too can become a false consciousness if, instead of being used for the methodical investigation of reality through theory and practice, it is misused as a defence against that very reality. Marxism as a defence mechanism, as a talisman against the demands of reality, as a collection of exorcisms – these are tendencies which we all have reason to take not of and to combat." He is at his most pungently critical when he is writing about abstracted theoreticians, especially those who go as tourists to Eastern Europe, Russia or Cuba and ignore the sheer hard slog of building a Communist society but prefer to sit "in their hotel rooms, arguing about Lukacs".

These essays are the work of a practising Marxist, one who is determined to demonstrate the relevance of Marxist analysis to all aspects of life in capitalist society, and to face up to the shortcomings of his colleagues on the Left and of contemporary socialist societies. Every analysis is at the same time a programme for action, and the phrase "the contradictions of capitalism" is given meaning in all kinds of contexts.

At £3.30 for the paperback this is no bargain, and it would be relevant student reading only for undergraduate (or postgraduate) Marxism seminars, but a copy for your own bookshelf will be read and re-read as a stimulus to Marxist praxis. The first essay, at least, on the "mind industry", is worthwhile reading for all Marxist teachers.

Pat McNeill
St. Albans CFE, Herts

WOMAN'S ESTATE

By Juliet Mitchell
Published by Penguin Books at 60p
First published 1971, reprinted 1976

Juliet Mitchell's "Woman's Estate" still remains one of the classics of the British Women's movement. Although the area it covers has since been dealt with in greater detail, the book remains an important contribution both to the analysis of the background of the women's movement and of the oppression of women.

The book is written for women and all those interested in the women's movement. It does not require a detailed knowledge of this area, although an acquaintance with the political developments of the 1960's may assist the reader during the early part of the book.

The book is divided into two sections. Part one of the book covers the background, organisation, demands and philosophies of the women's movement.

The rise in women's consciousness and women's politics is traced to the rise of radicalism in the 1960's. This led to a new awareness by certain groups in society of their own oppression, particularly women, blacks, youth and students. Given a new confidence these groups began to articulate and develop a conception of their position in society and to unite under a shared awareness of oppression. This experience was not unique to Britain, and Mitchell describes the developing women's movement in four other western countries. No exact programme is shared by these countries, other than a commitment to women's liberation and in Britain the movement has pursued a broad-based programme. Mitchell discusses the unique collective organisation of the women's movement, and gives useful definitions of the terminology used in the women's movement — Chauvinism, sexism, feminism etc.

In the final chapters of Part One, Mitchell discusses the broad political spectrum represented in the women's movement. She also reviews critically the failure of the socialist movement to not only take seriously, but also to undertake a thorough analysis for women's oppression in capitalist society. Whilst I feel her trenchant defence of the viability of the women's movement united under such a diverse umbrella as "feminism" to be mistaken — (a position supported by subsequent events) — her criticism of the socialist movement has certainly been followed by some notable contributions from this direction. Her discussion of the contribution of the socialist movement in this area entails a useful analysis of the work of Engels and Firestone.

The second part of the book covers the oppression of women in some detail, and will be especially useful to 'A' level sociology students. In chapter five, Mitchell locates women's oppression in the sexual division of labour, in reproduction, in societal definitions of women's sexuality and in socialisation. She demonstrates how these diverse socio-cultural forces combine to produce a powerful ideology of women's oppression.

In the final chapters, Mitchell discusses the family. She points to the major contradictions in the family in capitalist society. On the one hand family unity is extoled, on the other capitalism itself, by separating the home from production is pulling the family apart. To fully understand the family in capitalist society we need to understand both its relation to the mode of production and its internal psychology. To comprehend this psychology Mitchell defends psychoanalysis and the work of Freud.

On returning to this book I still find much in it of interest and consider students will find it stimulating. Obviously recent development in the women's movement and the law leave gaps in the book and not surprisingly many of the areas Mitchell covers have been subsequently dealt with in greater detail by others. Part One of the book may well need to be supplemented for what was part of our generations experience is history to todays students.

Despite this however the book stands up well to the test of time and the second section especially will be of great use to teachers and students — particularly those on 'A' level courses.

Helen Lentell
Grantham CFE, Lincs.

THE FEMININE MYSTIQUE

By Betty Friedan
Supplied by Penguin at 90p
Date of publication:
First published 1963 in Penguin 1965, 1968, 1971, 1972, 1976
Target group or target syllabus:
General interest, useful for social science teachers and 'A' level students

This is a very readable book, hardly "pure" sociology, but it would be useful as a basis for discussion with 'A' level and 'O' level students. The more diligent could plough through the 331 pages, the less diligent could usefully dip into it.

The message is clear; Betty Friedan thinks that the frustration suffered by educated women is a direct result of middle-class, educated American women fulfilling what they believe is their feminine role — that of being primarily a wife and mother. She sees this belief as being a direct cause of everything from divorced, depressed, drug-taking mothers to their delinquent, dependent and drug-taking children.

Her solution to this problem is the belief that women should be socialised to look further than the altar, the kitchen and breast feeding the baby. She thinks that girls who do well at school and go on to college often do not do as well as expected because they are not interested in "involvement with the life of the mind" because the one lesson a girl could hardly avoid learning, if she went to college between 1945 and 1960, was *not* to get interested, seriously interested, in anything besides getting married and having children, if she wanted to be normal, happy, adjusted, feminine, have a successful husband, successful children, and a normal feminine, adjusted and successful sex life.

Betty Friedan believes passionately in her cause; her credentials are impressive; her references are full, useful and interesting but somehow, even for me, a working mum, the book didn't convince me. Generalisations from her own studies of a housewife named Mrs W. or a scientist named Mrs D. made me think the book had been written to be serialised for 'Cosmopolitan' and indeed extracts did appear in women's magazines.

However, she has consulted or refers to work of gynaecologists, professors, leading careers women, psycho-analysts and sources as diverse as Northcote Parkinson, Dr Spock, Mirra Komourovsky, Dr A C Kinsey and Bruno Bettelheim and I think perhaps, had she stuck to researchers like the last three, it may have made a better sociology book though perhaps not such a readable one. The notes at the end of the book are very useful and would prove to be so to an 'A' level student. There are interesting chapters on the development of the women's movement in the USA, the role of functionalism and its influence on women, teaching them, she believes, how to 'play the role of woman' and a chapter on how Freud's theories have been used to make women believe they should be happy at home catering for the needs of husband and children.

The teacher could find many extracts from this book which could be used as the basis for a discussion with classes doing CSE Social Studies or a group doing 'A' level sociology. For instance one could use an extract from the chapter entitled "The Happy Housewife Heroine" for students looking at the position of women in society, the socialisation process or the mass media and it would be useful and stimulating at various levels.

The book is somewhat dated; it is only about middle-class, educated American women but nevertheless it is full of information and I think many students would enjoy reading it and many teachers would find it useful to have on their shelves.

Marion Parsons
The Sion-Manning School, London

PUBLICATIONS OF THE DISASTER RESEARCH UNIT, BRADFORD UNIVERSITY.

'Disasters; an international journal of disaster studies and practices' Pergammon Press

PUBLICATIONS OF THE INSTITUTE OF DEVELOPMENT STUDIES, SUSSEX UNIVERSITY

'Review of African Political Economy' No's 1 and 2

This January saw the publication of the first issue of 'Disasters' a glossy periodical devoted to the interdisciplinary study of disaster phenomena and in Autumn this year the University of Bradford withdraws its financial support from its own Disaster Research Unit — two steps forward, one back?

Disaster research is a growing field of academic activity and one which involves social scientists with other specialists as theoreticians and as applied scientists in the attempt to devise effective pre-disaster plans and emergency relief programmes. Unsurprisingly since the most catastrophic disasters occur in the Third World the focus of attention has been there.

It is worth commenting I think on the broad consensus which has emerged among social scientists working in this field about the nature of disasters in the Third World. Rather than focussing on precipitating events such as hurricanes, or earthquakes or droughts, or writing every problem off as due to 'over-population', the emphasis is placed on the socio-economic circumstances which make populations especially vulnerable to environmental hazards. Crucially attention is drawn to the 'development of under-development' (key books here are Frank A. 1971 "Capitalism & Underdevelopment in Latin America" Penguin, Cockcroft J. 1972 'Underdevelopment Latin America's Political Economy' Doubleday, Amin.S. 1974 'Accumulation on a world scale and a critique of the theory of underdevelopment' Monthly Review Press & Rodney. W. 1972 'How Europe Underdeveloped Africa' Bogle-D'Ouverture/Tanzanian Publishing House) Underdevelopment is not seen as a state prior to development as in the liberal versions of development theory, but as a state which arises on the perifery of economic empires as a direct result of economic growth of the metropolitan powers.

It is a negative dynamic process which can be identified with the appropriation of production in the Third World for use in the developed world — i.e. what enables us to have our cake and eat it. In its 20C form this has entailed the rationalisation of Third World economies as suitable satellites to the industrialised nations. The forms such rationalisation has taken have been many and pervasive: the replacement of mixed crop subsistence agricultural systems based on accumulated local ecological knowledge with cash mono-cropping for export; food purchase for subsistence and techniques of production often quite inappropriate for local ecological conditions; the redistribution of land to facilitate the replacement of peasant agriculture with larger scale capitalist farms worked by landless labourers; the destruction of local craft industries through the penetration of imported industrial goods; the purposeful development of consumer demand for imported products; the development of an industrial sector largely owned and controlled by and in the interests of expatriot capital; a massive redistribution of the population away from the countryside to the town as opportuties in rural areas diminish. All these and other tendencies remove control of the local environment from local populations and destroy traditional adaptations which have been developed to resist and cope with extreme natural phenomena.

In short the needs of indigenous populations have become marginal to the needs of multinational corporations and third world elites for profit and economic 'growth'.

One of the publications from Bradford ('Towards an Explanation and Reduction of Disaster Proneness 1975) comments on Hurricane Fifi which hit the Atlantic Coast of Honduras in September 1974, killed 8000 people, injured 130,000, caused $450 million of damage and gave a negative growth rate to the economy of -6% 1974-76. What made the hurricane so disastrous were the social and economic circumstances of the disaster area. In this area most of the fertile valley bottom land had recently been appropriated by two large American fruit companies for banana plantations. The peasants who were dispossessed by this, moved up the hillsides to make gardens for themselves on the forested valley sides. The removal of the vegetation rendered the valley sides unstable, so that when the hurricane arrived massive landslips occurred damming water courses and causing loss of life through drowning and burial. While considerable damage was caused to the banana plantations the major losers were the peasants who lost their land holdings for the second time, and were at least temporarily deprived of subsistence, if not life and health.

It is worth noting that Hurricane Tracy which hit Darwin Australia in the same year was of the same windspeed as Hurricane Fifi. In both areas hurricanes are fairly common and both have adequate early warning systems. Yet the loss of life at Darwin was only 49 and reconstruction was rapid, while in Honduras the loss of life was 8000 and reconstruction has scarcely begun. 'Why with such parallel conditions was the impact so much more serious in Honduras than in Australia? The answer lies in the degree of vulnerability of the two societies in the degree of marginalisation''. Similar examples will be familiar to readers of Susan George's admirable Penguin; "How the other half die" 1976.

The publications reviewed here then develop the theory of dynamic underdevelopment in relation to disaster proneness. Understandably since this entails a political-economic critique of current directions in Third World Development this does not produce any easy solutions for reducing disaster proneness but points to programmes of political and economic which give control over the local environment to those who work there and to the development of indigenous production techniques based on traditional ecological knowledge — a line with which readers of the New Internationalist will be familiar.

The publications of the Bradford Disaster Research Unit are cheap but well produced. Out of fourteen titles seven are still currently available and an eight ('African Drought'— A Review') is substantially available as an article in African Environment-Special Report No 1. The topics include general works and bibliographies on disasters and disaster planning and studies of specific disaster situations including Flixborough (No 7). A list and prices are available from D.R.U. University o Bradford 7, Yorkshire.

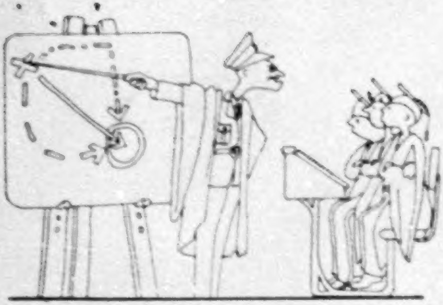
'Disasters' Vol 1 No 1 is published b Pergammon Press at £8.00 subscription for indivi duals. It is unclear at present how many issue there will be per year. It is well produced and illustrated but seems expensive compared with the Bradford Papers and something worries me about the involvement of multinational publishers in disaster research. However despite this it seems likely that this publication will be the major source of information in this field in the future carrying original articles, reprints of conference papers and conference reports. The first issue contains, among other items, an interesting paper on the problems of gathering and interpreting information on the Sahelian famine and an article by Wisner, O'Keefe and Westgate (all once associated with the D.R.U.) called 'Global systems and Local Disasters; the untapped power of people's science'. This compares Kenya, where indigenous local knowledge and local adaptations to the environment have been undermined by capitalist development leaving populations highly vulnerable to environmental hazards, with FRELIMO's Mozambique where local knowledge was a major resource in liberation and reconstruction.

The African Environment Special Reports are published by the International African Institute (210 High Holborn London WC 1V 7BW) and although their topics range rather further than disasters there types of phenomena are well represented. Special Report No 1 (£1.50) is wide ranging in content, others are more specific: No 2 'Drought and Famine in Ethiopia' (£2), No 3 'Cholera in Africa' (an epidemiological study of the 1970-75 epidemic — a detailed case study to read with the widely published paper by Hughes and Hunter "Disease and 'development' in Africa" Dreitzel 'The Social Organisation of Health' McMillan 1971.) Further Special Reports in preparation include 'Land use and development in Africa', 'Drought in Africa' and 'An Analysis of the Somali Drought'.

The Institute of Development Studies at the University of Sussex carries a very large number of titles on development topics. A catalogue is available from Bridget Osborn., I.D.S. Communications., N12., Institute of Development Studies., University of Sussex. Brighton BN1 9RE.

Lastly for those interested in the political-economy of underdevelopment *per se*, 'The Review of African Political Economy' subscription £1.50 p.a./single copies 75p is published by Merlin Press., Sufferance Warf 2-4 West Ferry Road London , E.14. The first issue contains what promises to be a classic paper — Meillassoux 'Development or Exploitation; is the Sahel Famine good business', and number 2 is devoted to the topic of multinationals in Africa.

Roger Gomm
Stevenage CFE, Herts.



BRIEFINGS

ASSOCIATION FOR THE TEACHING OF SOCIAL SCIENCES

No. 8 SOCIAL RESEARCH AS A TEACHING STRATEGY

by Charles Townley
(Preston Polytechnic)

> **I hear and I forget.**
> **I see and I remember.**
> **I do and I understand. Anon.**

The main reason for undertaking Sociological fieldwork of any kind is to develop understanding through experience. Of course this is an aim associated with almost all forms of teaching; it could be applied to a teacher lecturing to a group. It is the nature of the experience which varies though, for many students, learning experiences are limited to reading and to passive listening. The advantage of using fieldwork as a form of enactive learning is that it can develop insights which are deeper, longer lasting and more transferable than those obtained without such experience.

These insights are not confined to the substance of the study or to the fieldwork methods which might be employed but can be developed in other areas of Sociology as well. It is precisely because it can be used to develop understanding in, for example, theory or social structure that fieldwork is such a valuable teaching strategy. But its value is not just confined to the cognitive sphere, it provides experiences which also have personal and further educational benefits.

There are many forms of fieldwork. Most involve visits to a formal organisation of some sort — to an industrial firm, to the law courts, to a nursery, to an old people's home, to a prison. Here the role of the student is largely that of a passive observer. In the case of social research, however, students may become actively involved at every stage of the project, from the initial decisions about what to study and where to go, to the final step of producing a report. It thus has the advantage of providing "intrinsic" motivation, a different sort of motivation from the all-too-common external, instrumental motive of obtaining a qualification, which dominates many examination classes. "An intrinsic motive is one that does not depend upon reward that lies outside the activity it impels. Reward inheres in the successful termination of that activity or even in the activity itself." (1)

Learning through activity is not, by any means, new or radical. Its advocates can be traced through such well-known names as Dewey, Pestalozzi and Rousseau to Comenius and Socrates. However, "Mere activity does not constitute experience."(2) It is important to reflect upon the activity, to relate it to what we already know and to discuss the consequences which flow from it. Then the activity becomes meaningful. This is particularly true of social research. The activity, being a worthwhile activity in its own right, must also be viewed as a means to an end. It is the discussion and reflection it generates before, during and after the event which produce the insights and the understanding and thus promote learning. Sociology is a discipline which attempts to make sense of the world and it does so through its own concepts and structures, which are distinct from those of psychology, economics and history. Social research is a valuable means of making sense at first hand of some small portion of that world by using the structures and concepts of Sociology to analyse it. In undertaking the research students come to understand not only that portion of the world at which they are looking, but also the concepts and structures of the discipline.

One example of the way this understanding begins to develop can be seen when one starts to consider what kind of research to undertake, for there is more than one kind to consider. Research paradigms and methods are directly linked to the different theoretical perspectives which sociologists use to view and analyse the social world. Thus the classical research paradigm is consistent with, and derived from, a positivist view of society. It establishes a hypothesis and then seeks to isolate certain variables, to quantify them and to identify relationships between them in order to prove or disprove the hypothesis. It is concerned with norms and trends and prediction. It is the paradigm within which most sociological research has been organised. Typical examples are the community studies of Frankenberg, Williams, Dennis and Stacey, the educability studies of Swift and Halsey and the embourgeoisement studies of Goldthorpe and Lockwood. More recent researches reflect the 'new perspectives' in Sociology and operate within a phenomenological or interpretive paradigm. Thus recent studies of deviance and of classrooms have focused less upon a constraining normative order but have stressed instead the meanings and interpretations attributed to processes and situations by the individuals involved.

In making the decision over which paradigm to use the teacher has an opportunity, depending on the maturity and experience of the students, either to raise for the first time the differences and limitations of each theoretical perspective or to explore the relationship between theory and practice within each perspective more fully. This classroom discussion becomes all the more effective if the teacher has two definite, concrete research proposals which can be used for comparison and if reference is made to the research designs which underpinned any findings with which the class is already familiar.

When to do it. This raises the question of when is a good time to undertake a research project. To some extent it will depend on the students. It is a challenging and potentially very rewarding experience to begin a Sociology course with such a project, but such a venture would be inappropriate with all but the most mature students, for example a W.E.A. class or an evening 'A' level class of adults. The younger the students, for example a school 'O' level group, the more desirable it is that they should have some common ground before a start is made. It is helpful with a group like this if everyone has 'covered' some of the basic syllabus content such as family, leisure, class, work and deviance. Then it becomes easier to maximise participation from the outset when all the students have some 'relevant' point of departure. However, he later in the course one leaves it the more likely t is that student contributions will be constrained by what they have studied already and one loses some of the 'freshness' and originality which might have been displayed earlier.

How to begin. "Sociological research assembles, organises and interprets the facts that help us to explain human society."(3) The project should eflect, as far as possible, all the activities and procedures of any 'professional' research programme. This implies that all the students should be regarded as team members or partners. In this ase it is useful to assume that the 'team' has the esponsibility for defining the areas of enquiry nd that the teacher is a consultant, called in to dvise on 'research design' and 'data processing'. This enables the teacher to ask questions about the ubstance of the research, so helping the students o clarify substantive or 'academic' issues and, in ddition, to deal with procedural questions. If this evice is adopted then it becomes desirable for the eam to have a student co-ordinator or chairman, o co-ordinate the organisation of the project. nowing the group helps to decide whether one vours election or appointment but, sticking to oth democratic and educational principles, one hould allow the group to elect its own leader. It is ot difficult to support whoever is elected in a ositive but unobstrusive manner, often by helping o delegate and share the tasks, drawing up agendas for 'team meetings', or identifying decisions to be made.

The first decisions will concern what to study and where.

It is important for motivation that the team should determine which areas of social life they wish to examine and how they will tackle them. Inevitably, because of inexperience, they will make many mistakes; they may want to take on more than they can reasonably cope with, they may not define their areas precisely enough, they may choose areas for which data is not easily accessible. It is important that they should be allowed to make mistakes. We learn from mistakes. It is up to the teacher to ensure that the mistakes are handled in such a way that the group *does* learn from them. It may be that by asking questions, such as, "How do you feel about taking on so many areas?" or "What sources of data were you thinking of using?" the team will modify its initial decision. If not it's up to the 'consultant' how hard he negotiates with them. In the last resort what might be deemed a failure in terms of research can still prove to be a very valuable learning experience. The fact that a team is unable to prove or disprove conclusively, for example, that the influence of the church is declining in a particular area does not mean that they have not learned a great deal about the sociology of religion, questionnaire construction, attitudes and values, in addition to considering why their efforts were inconclusive and how the research design might have been changed.

The choice of areas to be researched will almost certainly be based upon the students' experience of the syllabus so far. If one intends to incorporate a research project into a course it is worth keeping this in mind and ensuring that popular topics have been introduced before the project starts. If this is not possible then these topics should be suggested to the team, for the understanding which can be fostered during the project is too important to be neglected.

Areas which have been successfully incorporated into past projects include:-

Community
Extended and nuclear families
Old people
Conjugal roles
Social networks
Social class and class consciousness
Occupation and social mobility
Use of leisure
Education
Shopping and consumption patterns
Religion and Church attendance
Newspaper readership and reading habits
Television viewing patterns
Organisations
Power
Attitudes
Values

A convenient method of co-ordinating several of these areas is to make the project into a community study. The literature is rich in illustrations, with useful summaries of several in Klein (1965) and Frankenberg (1966). This has the advantage of providing broad theoretical frameworks as background. For example, one can look at a community in the context of social change using Durkheim's concepts of mechanical and organic solidarity, or Toennies's Gemeinschaft and Gesellschaft, or Frankenberg's morphological continuum. It may be possible to examine two contrasting communities, perhaps using half the class in one situation and half the class in the other, say one rural and one industrial. The areas chosen for investigation by the team will provide useful indeces of 'community', cultural differences and change.

If one decides to adopt this approach the most suitable methods to employ are those of a social survey, though this should be a question for negotiation. Phenomenological research is more difficult to organise with a large group; most of the methods employed within this paradigm, e.g. participant observation, are more suitable for use by individuals or very small groups. (For a good example of work with students in this sphere see Ian Shelton's article, "The Sociology of Everyday Life", in the Social Science Teacher, Volume Four, Number One, 1974).

There are two main advantages to using the social survey.

(1) It provides an illustration of the paradigm within which the bulk of academic research has, so far, been undertaken, and which is still widely used by government, market research and opinion pollsters.

(2) It is only by using a particular method and experiencing the difficulties and inadequacies implicit within it that students can develop any real understanding of its inadequacies and limitations. In this way one can begin to develop the 'healthy scepticism' so essential to sociologists and some insight into the socially constructed quality of categories and assumptions.

The final decision to be made at this stage of the proceedings is where the survey will be made. The location will depend upon the funds and time available. There are enormous advantages to taking a group away for about 4 to 6 days despite the inhibitions of cost. 'On location' a group will usually spend at least twice as much time 'on-task' as it would operating from school or college on a daily basis. Free from all the distractions of daily travel and domestic 'responsibilities' (e.g. club, newspaper round, children) a group may work on different tasks, mixing work and pleasure in a constructive way, for up to twelve hours a day. The quality of the work is usually far superior too, as the degree of involvement and sense of purpose increases in the new situation. Perhaps even more important is the extent to which group cohesion and identity increases. Students who may not have known each other's names before the project began now share common goals and tasks. The formal co-operation involved in gathering data and, later, organising it, perhaps over a drink in a commandeered lounge, and the informal co-operation in sharing driving, or finding addresses, or a lunch-time game of darts, or a packed lunch on a village green, all help to develop an atmosphere which not only promotes learning at that point in time but facilitates co-operation and group learning (when group members take responsibility for each others' learning) for the remainder of the course.

Of course there are problems of cost and timetabling. Some local authorities will pay all or part of the costs – if they are in the year's budget. So plan well ahead. Get it into next year's estimate NOW. In any event one can keep down the cost by using cheap accommodation like youth hostels and fieldwork centres, or even by negotiating special party rates with small hotels, perhaps 'out of season'. If there are timetable problems try using the vacation.

Rural locations offer several advantages for such surveys. They contain 'communities' which are of a manageable size, whose boundaries are more clearly defined and which provide opportunities to use a wide variety of sources and methods. One group, for example, was able to use sources and methods ranging from the County Records Office and the parish registers to participant observation at the village bingo evening, the Sunday services in church, the 'local', the cattle market and the fish quay, in addition to the usual quantitative methods of questionnaires and interviews.

How to prepare. The preparation may conveniently be subdivided into the ethical, the academic and the practical.

a. Ethical. In social research of any description the researcher is intruding into the privacy of other people (even through records). "It is important to keep students away from the public at large. The subjects of sociological enquiry, unlike Nuffield frogs, can and do object." (4) I could not disagree more strongly with this prescription. In over ten years of fieldwork I have never met objections. Rejections, yes. But these can be handled courteously. Clearly, though, care is needed.

It is important, therefore, that a group about to embark upon a survey should not only 'be told' or 'be made aware of' the ethical problems involved but, probably through discussion, should have an opportunity to develop a commitment to certain principles which will govern their behaviour in the field and, in particular, will highlight their obligations to respondents and their treatment of them. One can ask the team how they would feel if somebody knocked on their door with a questionnaire, perhaps in the middle of a meal or a T.V. programme. And what sort of issues would they not want raised, quite apart from how the questions were asked. What sort of initial approach would be offputting to a respondent and how should team members handle an unwillingness [illegible] respond to particular issues. Professional researchers know that a low response rate may invalidate conclusions so they have to balance their feelings to respondents with the desire for a high response rate. We have no such problem! When in the field our obligations to our respondents are our first priority. Hence it is important not only to stress to them the voluntary nature of interviews and our willingness to accept a nil response but also to stress anonymity. This should be no mere palliative; it must be respected!

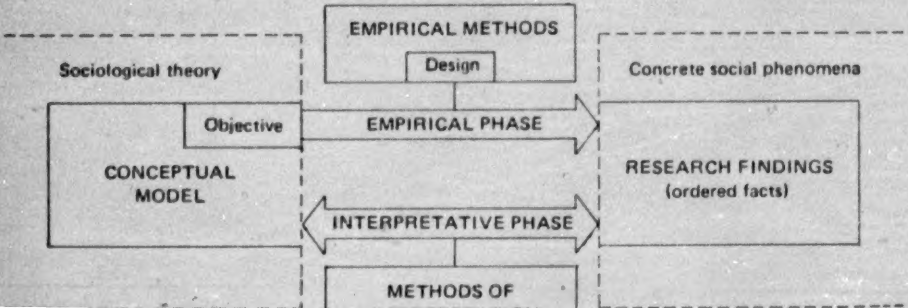
But the ethical question does not finish here. "We need, as sociologists, to look at our research methods not only in terms of how scientific they are but also in terms of the ethical assumptions implicit in them. - - - - Sociology and its methods was in its origins concerned not only with understanding the social world but with controlling or changing it. Sociology today has the same two goals."(5) This is an issue which may be treated *before* the team goes into the field, through lecture and discussion, or by considering the implications of some of the 'findings' *after* the fieldwork has been completed.

b. Academic. In considering the execution of the survey one wants the group to expand its knowledge of the substantive areas to be explored, methods of social research and the relationship between the two, i.e. between theory and practice. This will involve extracting from the library a list of titles which will provide the background to notions like social change, community, Gemeinschaft, Gesellschaft, mechanical and organic solidarity. Only the teacher can decide whether to go to the original text, to extracts or to summaries. One title which has proved to be of great value is "Theories of Society", edited by Talcott Parsons. It contains relevant extracts from 'founding fathers' such as Weber, Durkheim, Tonnies and Spencer. There are others such as Fletcher, Thompson and Nisbet (see bibliography) but teachers will have their own preferences. If these are not readily available in school or college try the borough or county library for a term's loan and keep them available in the classroom.

The titles relating to the substantive topics to be researched will clearly depend upon the topics selected. Here, too, the teacher must use his discretion but, having made the choice, it is one strategy to divide the team into sub-groups. Each sub-group takes responsibility for a topic and provides the whole team with a 'review of the literature' on that topic. The review may be oral, or written and duplicated. It may cover several titles or just a few pages in a standard text book, depending on the level of the students. In addition the sub-group (which could even be one person) takes the responsibility for producing the initial suggestions about how that topic should be researched, what hypotheses or questions should be investigated and, possibly, some of the questions to be included in a questionnaire, if one is to be employed. The sub-group can later take the responsibility for handling and processing the data on that topic but, in each case, the sub-group reports to the whole team who take decisions collectively. Otherwise the project loses its coherance and the students miss the benefits of looking at other topics and discussing 'their own' with other people.

As the 'consultant' on research design the teacher can take a much greater share of the initiative in this area. One might begin by describing the relationship between theory, research and society (i.e. 'concrete' social phenomena). This has the advantage of helping to clarify all three. "The way in which the word 'theory' is used in everyday speech, and even at times by sociologists, can lead the beginning researcher into some of the most unfortunate errors imaginable. A prevalent though completely erroneous idea, often held by students and laymen is that theory is synonymous with speculation. - - - - The truth of the matter is that theory is derived from findings which are put together, and the logical relations between findings together build up theory."(6)

The relationship is neatly illustrated by Matilda Riley(7) in her diagram of the research process. It provides a simple but comprehensive framework for reference throughout the project and can be related to any research, whatever the paradigm, with which the group is already familiar e.g. Wilmott and Young, Elizabeth Bott, Douglas, Tunstall, Goffman or Becker.



This leads logically to the identification of data sources and the methods by researchers to collect, organise and interpret that data. (Maurice Duverger's book, "Introduction to Social Sciences", although French in context, provides a comprehensive and detailed list of sources and methods for analysing them.) Sources which have been used profitably in projects of this kind include:-

Written documents:
  public archives and official documents
  the press
  private archives
  literature, including biographies and diaries.
Statistics
Pictures and photographs
Audio recordings
Questionnaires, written and oral
Interviews
Attitude inventories
Value scales
Participant observation
Experiments.

The next step is to decide upon a research design. The design of a study is the researcher's plan for assembling and organising certain facts, or data, by following certain procedures and processes. The main features of such a plan in a project like this would include:

1. Choosing an area or problem
2. Developing a working hypothesis
3. Defining the indeces
4. Constructing research tools
5. Selecting the sample
6. Collecting the data
7. Assembling the data
8. Coding the data
9. Processing the data
10. Interpretation and conclusion.

Mann expresses the same sort of pattern rather more simply:

1. The initial idea
2. Relating the idea to theory
3. Limiting the hypotheses
4. Collection of data
5. Analysis of data
6. Statement of results
7. Feedback to theory(8)

Other writers express the process in yet different ways. It is an interesting exercise for a group to collect as many of these as the available literature presents and to compare them on posters around the classroom. In addition to reinforcing the idea of research design it helps to create an atmosphere within the classroom.

Another poster worth making is Riley's "Paradigm: Some Alternatives of Sociological Research Design"(9)

Paradigm: Some Alternatives of Sociological Research Design

P-I. *Nature of research case:*
  Individual in role (in a collectivity)
  Dyad or pair of interrelated group members
  Subgroup
  Group, society
  Some combination of these
P-II. *Number of cases:*
  Single case
  Few selected cases
  Many selected cases
P-III. *Sociotemporal context:*
  Cases from a single society at a single period
  Cases from many societies and/or many periods
P-IV. *Primary basis for selecting cases (sampling):*
  Representational
  Analytical
  Both
P-V. *The time factor:*
  Static studies (covering a single point in time)
  Dynamic studies (covering process or change over time)
P-IV. *Extent of researcher's control over the system under study:*
  No control
  Unsystematic control
  Systematic control
P-VII. *Basic sources of data:*
  New data, collected by the researcher for the express purpose at hand
  Available data (as they may be relevant to the research problem)
P-VIII. *Method of gathering data:*
  Observation
  Questioning
  Combined observation and questioning
  Other
P-IX. *Number of properties used in research:*
  One
  A few
  Many
P-X. *Method of handling single properties:*
  Unsystematic description
  Measurement (of variables)
P-XI. *Method of handling relationships among properties:*
  Unsystematic description
  Systematic analysis
P-XII. *Treatment of system properties as:*
  Unitary
  Collective

Having decided upon which design to adopt the project now follows the steps which it prescribes. The sub-groups should have completed their task of devising hypotheses and questionnaire items and these can be examined for clarity, precision, ambiguity, economy, etc. Before this is done, or perhaps before the sub-groups even begin their task, he teacher may wish to talk about the construc- on of interview schedules and questionnaires in rder to indicate common pitfalls. The team might ork through a practical example of a bad uestionnaire.(10) Alternatively the team can iscuss the sub-groups' products and possibly onduct trial runs on fellow students, or within the eighbourhood, in order to identify the faults. Yet nother strategy is to undertake a pilot study on a ery limited scale. This has the advantage of roviding first hand experience of ambiguous rminology, badly phrased questions and missions, as well as the experience of meeting spondents face to face and coping with the actual dministration of the tools.

This also provides an opportunity to gauge sponses to sensitive issues and to consider the thical question raised above. Most people do not ind giving details of their interests and activities ut they can become very sensitive to giving details bout family, income, land ownership, etc. (On ne occasion the question, "How many acres do ou farm?" intended to correlate with other riables, led to a rumour sweeping the village that 'hese fellers with the forms are from the income x or the rates'.) If questions are deemed to be o personal or an invasion of privacy they may be ropped altogether.

Oppenheim, which is an invaluable book to ave available, has a chapter specifically on uestion-wording which contains many helpful ggestions. In the above situation, for example, he dicates how the order of questions and the way ey are introduced are both important. He ggests that 'classification questions' should llow other questions and might be introduced us: "Now to help us to classify your answers atistically, may I ask you a few questions about ourself and your family?"

In addition to questionnaires and interview hedules one can take the opportunity to examine titudes and values through the construction and e of attitude inventories and value scales. These e difficult concepts for most students to grasp t they recur constantly throughout the literature. y searching for them in a real life context and by ndling the tools used to identify and to measure em students develop a greater depth of understanding than they would merely by discussing em in the classroom.

Oppenheim's book(11) provides helpful aterial on attitudes but a ready made tool of terest to sociologists is Eysenck's Inventory of cial Attitudes.(12) By undergoing this test themlves and then calculating their position on the dical-conservative' and 'tough minded-tender inded' axes students come to understand not ly what is involved in particular attitudes but so something of the way in which they hang gether. Encourage the team to hypothesise and eculate on the possibility of correlation between rtain attitude positions and variables such as cial class, sex, age, churchgoing, voting patterns d political beliefs.

Values constitute a concept which is even more difficult for students to grasp but they can be dealt with in a similar manner. The N.F.E.R. publishes Sylvia Richardson's British revision of the Allport Vernon Scale of Values. This aims to measure the relative importance of six basic interests or motives: theoretical, economic, aesthetic, social, political and religious. Students find that taking the test and then reflecting upon it is an interesting and educational experience. Even more educational is the experience of rewriting it for a wider population than the teachers and higher education students on whom it was originally validated. For example, "If you were entering a university, had the necessary abilities, and were not concerned about getting a job would you rather read physics or English literature?" was changed to, "If you decided to go to night school, had the necessary abilities, and were not concerned about getting a job would you rather learn about science or poetry and plays." The process of rewriting leads not only to a better understanding of test construction but to an understanding of the relationship between beliefs, attitudes, values and ideology.

If instruments of this sort are used in the survey it is advisable to make them self-administering. This enables interviewers to conduct a short interview and then leave the attitude and value scales to be completed and collected later. Otherwise the interview can be intolerably long.

Defining the population and selecting the sample, the next steps, serve to focus upon further limitations of research techniques in common use. How do we define the population? What are the boundaries of the community? Does it include all the dwellings within a certain radius or just those on the electoral register? How many people can be included in the time available? What will constitute a reasonable sample? Will it be random, probability or purposive? How will we decide? It is only by actually facing these problems and seeking their own solutions, involving arbitrary decisions and compromise, that students come to appreciate the limitations and imperfections of methods and conclusions whose validity had previously remained unquestioned. This is a first step toward healthy scepticism and a willingness to reconsider paradigms and perspectives, in this case positivism and functionalism.

This is the most valuable and the most time-consuming part of the preparation but the other practical details are, in their own way, equally important. It is worth obtaining at least two copies of the electoral register. These can be obtained from The Electoral Registration Officer, County Hall,..., and should be ordered well in advance of departure. The cost varies with the size, they are usually well under £1. Clipboards can be made from offcuts of hardboard and covered with plastic bags. (It always seems to rain when you're furthest from shelter.) A letter of identification should be prepared and duplicated on headed notepaper before departure. Nobody should be without one. It might read: "This is to confirm that the bearer.......................is a member of this School/College and is engaged upon a research project as part of his/her course. If I can help you in any way/if you would like any further information you can reach me at.........................., Telephone..........................."

Signature, Name(printed), Status.

Large scale maps, 6inch and 25inch, are available from the Ordnance Survey. (Get a Geographer to show the group how to identify the relevant sheet numbers from the grid numbers of a 1 inch map.) Much background information can also be gathered in advance from local history books, local guides, the reports of local government departments and census returns. The archivist or local history librarian at the county library may well provide references and information in advance. Some have gone to great lengths and provided a special exhibition relating to the village or locality being studied. Alternatively the library staff or the staff of the local newspaper probably know of an 'amateur' local historian who would be prepared to talk to the group. When in the field one may want to do 'special' interviews with key figures e.g. vicar, (head) teacher, doctor, councillor. These can also be arranged beforehand, preferably early in the visit. All these organisational tasks can be carried out by the team.

Tasks which are the specific responsibility of the teacher include transport and materials. If transport is required it is convenient to have more than one driver to provide relief and flexibility on location. Have questionnaires and other printed materials duplicated well in advance to allow for unforseen staff illness, machine breakdowns, etc. and arrange the materials for working on the collected data. Plenty of blank paper, pens, pencils, rulers, coloured felt-tips and large squared paper are useful. So, too, these days is a calculator.

In the Field. Once on location time will inevitably be limited. Make contact with key figures early (if this has not already been arranged) for they may spark off new ideas which the team will want to follow up. It's no good discovering these on the last day. Spend approximately the first half of the time collecting the data and the latter half processing it, trying to catch up with subjects in the sample who were not available earlier and following up new ideas.

Often it is only when in the field that certain 'facts' emerge. For example, inter-organisational analysis may show that Mr. X sits on more committees, or is an officer of more organisations, than Mr. Y but Mr. Y may hold more critical positions. In one fishing village a research team discovered that the village school-teacher held only one post, apart from his job. He was secretary of the fishermen's co-operative (marketing organisation). But these two positions brought him into daily contact with more people than anybody else and, as fishing was the most important economic activity after farming, it put him in a unique position of influence. It led the team to discuss the nature of power, the division of labour and social change.

Team members need to be briefed on ways of presenting themselves and conducting their interviews: "Asking questions to get valid answers is a skilled and sensitive job. .....Interviews not only depend on the quality of the questions asked but on the awareness of, and control over, the interaction involved."(13) If questionnaires alone are used control over the interaction is less problematic but researchers will still need briefing, e.g. on expressing their own feelings, giving leads and maintaining confidentiality.

Handling the data. This task is made much easier and less tedious if the quantitative data is handled the day it is collected. The sub-groups can each take responsibility for analysing the responses to one particular question or the group of questions on 'their' topic. The categories should, to a large extent, have been anticipated when the schedule or questionnaire was designed. "We should work with the basic presumption that questions are only included in a survey when the question designer has already some fair idea of what answers are likely to come back and what general outline of analysis will be imposed on them."(14) Even so there will be much debate and argument over the categorisation of some replies. The social grading of occupations is a good example despite the detailed lists which are available, e.g. the Hall-Jones scale in Oppenheim. It is at this stage that qualitative differences between the occupants of some apparently similar occupations become apparent, e.g. a small tenant-smallholder and a farm labourer.

When the responses have been categorised they, or the pre-coded replies, should be recorded, totalled and entered on a master results sheet. Each sub-group can present its data to the rest of the team both in the form of tables and visually, using graphs, bar charts and pie charts. In addition they can undertake simple analysis of average, distribution and correlation (depending upon age). When all the responses have been tabulated in this way they can be presented in the form of a large wall chart for examination and consideration by the whole team.

What sort of picture emerges? How can we interpret the tabulated data? As well as being a social survey it is a sociological survey. So, have our initial hypotheses, rooted in theory, been upheld? What new hypotheses are suggested?

Presenting the report. The final stage of the research is to present the outcomes of all this activity in the form of a report. Each sub-group can write a section. This might well include:

the theoretical origins of the enquiry
the hypotheses
the results — in words, figures and diagrams
the interpretation of those results
the conclusions drawn
further hypotheses generated.

Evaluation. The final stage of the project is a collective evaluation in terms of :

a research exercise,
a learning experience.

As a research exercise the number of questions we can pose is seemingly limitless. Were our hypotheses sufficiently operational? Did we use the right sort of questions? Should they have been closed/more open? How difficult were the questions? Could the questions have suggested the answers? Did we impose our definitions on terms which have their own everyday meanings?

As a learning experience we might ask what each of us felt we got out of the project. What changes do we notice in each other? If we were to do it again how would we change it? How much more do we know about society – about community, kinship, social change, etc? And, finally, how much more do we know about sociology – about the paradigms within which we operated and their limitations?

References

BRUNER, J. **Toward a Theory of Instruction.** Harvard U.P., 1966 p.114.
DEWEY, J. **Democracy and Education.** Free Press 1966 p.139.
RILEY, M.W. **Sociological Research.** Harcourt Brace, 1963 p.3.
A.E.B. Notes for the Guidance of Teachers, The Project in A level examinations.
EASTHOPE, G. **A History of Social Research Methods.** Longman, 1974 p.3.
MANN, P.H. **Methods of Sociological Enquiry.** Blackwell, 1968 p.32.
RILEY, M.W. **op. cit.**, p.4.
MANN, P.H. **op. cit.**, pp.43 - 54.
RILEY' M.W. **op. cit.**, p.18.
There is a good example in MANN, P.H., **op. cit.**, pp.148 - 156.
OPPENHEIM, A.N. **Questionnaire Design and attitude Measurement.** Heinemann. 1967.
EYSENCK, H.J. **The Psychology of Politics.** Routledge, 1974.
SHIPMAN, M. **The Limitations of Social Research.** Longman, 1972 pp.76 & 83.
MANN, P.H. **op.cit., p.164.**

BIBLIOGRAPHY FOR SOCIOLOGY FIELD-WORK AND RESEARCH

1. **Standard texts on research methods:**

JENKINS, D. Enquiring about Society. Longman. 1974
LABOVITZ, S.et.al. Introduction to Social Research. McGraw-Hill. 1976
LEGGATT, T.(Ed.). Sociological Theory and Survey Research. Sage. 1974
LUNDBERG, G. Social Research. Longman. 1962
MANN, P.H. Methods of Sociological Enquiry. Blackwell. 1968
MOSER, C.A. Survey Methods in Social Investigation. Heinemann. 1958
NISBET and ENTWISTLE. Methods of Educational Research. U.L.P. Unibooks.
OPPENHEIM, A.N. Questionnaire, Design and Attitude Measurement. Heinemann. 1966
PAYNE, S.L. The Art of Asking Questions. Princeton U.P. 1951
SHIPMAN, M. The Limitations of Social Research. Longman. 1972
STACEY, M.(Ed.). Comparability in Social Research. Heinemann. 1969

2. **Books concerned with practical exercises and projects:**

LIGGETT, J. et.al. Exercises in Social Science. Constable. 1968
RILEY, M.W. Sociological Research: I A case approach, II Exercises and Manual. Harcourt, Brace and World. 1963
WAKEFORD, J. The Strategy of Social Enquiry. McMillan. 1968

3. **For a discussion of methodology at a more general theoretical level,** See , for example:-

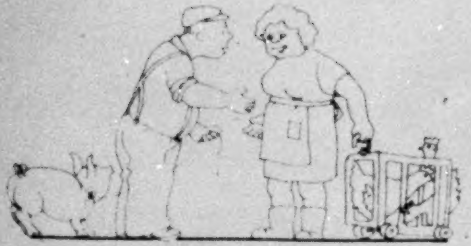
DURKHEIM, E. The Rules of Sociological Method. Free Press. 1964
MILLS, C.W. The Sociological Imagination. Oxford U.P. 1959
NISBET, R.A. The Sociological Tradition. Heinemann. 1970
PARSONS, T. et.al.(Eds.). Theories of Society. Free Press. 1965
THOMPSON, K. et.al.(Eds.). Sociological Perspectives. Penguin. 1971
WEBER, M. The Methodology of the Social Sciences. Free Press. 1949

4. **Books concerned with Community Studies**

BANKS, J.A.(Ed.). Studies in British Society. Routledge. 1969
BELL, C. and NEWBY, H. Community Studies. Allen and Unwin. 1971
DENNIS, HENRIQUES and SLAUGHTER. Coal is our Life. Eyre and Spottiswood. 1957
FAITH, R. Two Studies of Kinship in London. Athlone. 1956
FRANKENBERG, R. Village on the Border. Cohen and West. 1957
FRANKENBERG, R. Communities in Britain. Penguin. 1966
KLEIN, J. Samples from English Cultures (Vol. 1.). Routledge. 1965
STACEY, M. Tradition and Change: A Study of Banbury. Oxford U.P. 1960
WILLIAMS, W.M. The Sociology of an English Village: Gosforth. Routledge and Kegan Paul. 1956

5. **Statistics**

CHAMPION, D. Basic Statistics for Social Research. Chandler. 1970
CONNOLLY and SLUKIN. Statistics for the Social Scientist. Cleaver Hume. 1962
CROCKER, A.C. Statistics for the teacher. N.F.E.R. 1974



RESOURCE EXCHANGE

Operating the Resources Exchange for a year has taught us some important lessons and so we are suspending the scheme for the time being in order to reorganise. Our major problem this year has been that the scheme was established on the assumption that reprographic facilities would be available, at cost, at Loughton College. This did not happen with the result that there has been a tremendous delay in producing and distributing many of the earlier numbers which were to have been produced at Loughton. A second, and less serious problem, occurred with the Anthropology items which were to have been produced by the Royal Anthropological Institute. Photocopying costs at the Institute rose so that is was not cost effective to do this, and they had to be produced elsewhere after a delay.

We hope that by the time you read this the back-log of orders will have been cleared, or in a few cases, money refunded.

For the time being, the Exchange can accept no further orders and arrangements for the future will be announced in the next Social Science Teacher. However, we are still anxious to obtain items for the Exchange so if you have any resources you would like to share with others, please send them to:

Roger Gomm, 1 Cross Green, Cottered,
Buntingford, Herts.

ANNUAL CONFERENCE 1977
September 16th – 18th
Leeds Polytechnic

Speakers: James Hemming, author and broadcaster and a vice-president of ATSS, on Developing Psychological Awareness, and Geoff Pearson, University of Bradford, on the Political Implications of Social Science Teaching.

Preliminary list of study groups include: Race and Community Development, Teaching Race Relations, Social Studies and Personal Development, Sex Roles, School-Based Resources Production, the new JMB O-level Social Studies, the AEB A-level Sociology Project, Language in the Social Science Classroom, Social Science and Liberal Studies. Please send suggestions for study groups to Eric Roper, 48 Plantation Gardens, Leeds LS17 8SX.

In addition there will be a resource exhibition, entertainment, and a chance to review the work of the ATSS Advisory Panels. All members are welcome and charges will be kept as low as possible. Please book the date in your diary.

……

ANNUAL GENERAL MEETING

The AGM of the Association will be held on Saturday September 17th at Leeds Polytechnic.

Resolutions for debate with any amendments to the constitution must be notified to me in writing by July 23rd, 1977. Constitutional amendments can be proposed by the Council, the Executive Committee, a Branch committee or not less than ten members of the Association.

The election of a Chairman, Vice-Chairman, Secretary, Assistant Secretary, Treasurer and General Editor will take place at the AGM. Nominations for these offices must be sent to me by September 10th, 1977.

Chris Brown, Hon Sec.
19 Mandeville Gardens, Walsall, WS1 3AT.

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

Membership

Annual subscriptions: Ordinary (for individuals): £4.00
Corporate (for schools, colleges, etc.): £6.00
Associate (for libraries, publishers, etc.): £4.00
Student (for students or retired persons): £2.00

Application forms are available from the Secretary, Chris Brown, 19 Mandeville Gardens, Walsall, WS1 3AT. Completed forms, changes of address and other correspondence relating to membership should be sent to ATSS Membership Secretary, Lorraine Judge, 10 Spiers Road, Lochwinnoch, Renfrewshire, Scotland.

Publications

Members receive one copy (Corporate members receive two copies) of all publications free. Additional copies and back numbers are available to members at reduced rates as shown below. All publications may be obtained from **ATSS Sales Officer, Heather Clark, 54 Redbridge Lane West, Wanstead, London E11.**

The Social Science Teacher (Second Series)			MEMBERS	NON-MEMBERS
Vol. 5, No. 1	Dec. 1975	Only available as part of a complete set of Volume 5: price per set:	£1.60	£2.40
Vol. 5, No. 2	Feb. 1976			
Vol. 5, No. 3	Apr. 1976		40p	60p
Vol. 5, No. 4	June 1976	Special Edition: Textbooks and Curriculum Projects	40p	60p
Vol. 6, No. 1	Oct. 1976	Edition on Games and Simulations	50p	75p
Vol. 6, No. 2	Dec. 1976		50p	75p
Vol. 6, No. 3	Feb. 1977	Edition on The Teaching of Politics	50p	75p
Vol. 6, No. 4	Apr. 1977	Edition on Sex Roles and Society	50p	75p
Vol. 6, No. 5	June 1977	Edition on Community Studies Teaching	50p	75p

Monographs

No. 3 Integrated Social Science – A Distinct Possibility by Frank Reeves	30p	40p

Occasional Papers

No. 1 Is An Integrated Social Sciences A Level Possible? by Roland Meighan.	Out of Print but photocopy version: 20p	25p

Briefings

No. 1 The Social Investigation Interview by Janet Harris	35p	40p
For orders of ten or more:	25p each	30p each
No. 2 Individual Study Folders by Roland Meighan	10p	15p
No. 3 Teaching Deviance at A Level by Roger Gomm	20p	25p
No. 4 Planning the Content of Social Sciences Courses by Roland Meighan	20p	25p
No. 5 Clarifying Values in the Classroom by James McKernan	20p	25p
No. 6 Once Upon A Time . . . Fairy Tales as a Social Studies Resources by Hazel Summer	10p	15p
No. 7 A Sex Roles Socialisation Game by Moira Wales	20p	25p
No. 8 Social Research as a Teaching Strategy by Charles Townley	20p	25p

Other

Interdisciplinary Social Sciences. Reports from conferences held at Durham, April 1975. (Duplicated)	20p	30p

N.B. All prices include postate and packing costs

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

President: Professor G.T. Fowler, M.P.

Chairman: Keith Poulter, Senior Lecturer, Loughton College of Further Education, Essex. (Home: 74, Cherry Tree Rise, Buckhurst Hill, Essex. Tel: 01-504 0804).

Secretary: Chris Brown, Lecturer in Education, West Midland College, Walsall. (Home: 19 Mandeville Gardens, Walsall, WS1 3AT. Tel: Walsall 25388).

The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary, and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focussed at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

THE SOCIAL SCIENCE TEACHER

General Editors: Roland Meighan, 7 Green Lane, Birmingham B43 5JX. Tel: 021-357 6603.
Frank Reeves, 9 Oak Street, Wolverhampton. Tel: 0902 29166.

Reviews Editor: Helen Reynolds, 15 Serpentine Road, Harborne, Birmingham 17. Tel: 021-426 1777.

Circulation Manager: Hazel Sumner, 2 Meadow Croft, St. Albans, Herts. Tel: St. Albans 50989.

Edition Editors: Editions of Social Science Teacher are produced in a variety of ways, including volunteer teams, panels, groups within A.T.S.S. or by the General Editors.

The Social Science Teacher is the journal of the Association for the Teaching of the social ciences, an association of teachers of the social science disciplines (sociology, anthropology, conomics, politics, and psychology) in the primary, secondary, tertiary, and higher sectors f education.

The journal is intended to provide an information service for social science teachers. The agazine contains news items, letters, articles, reviews and advertisements. Common themes nclude the theory of teaching the social sciences, teaching methods, latest ideas in the field f social science, teaching notes, and reviews of books, curriculum projects, and visual aids, tc.

The Social Science Teacher is issued free to members of the Association (50p an extra

CONTENTS

PAGE

Editorial by John Turner 1

Viewpoint by John Astley 3

A.T.S.S. News 4

Articles:

1. Community Service at the Chalk Face by C.E. Moffat 9

2. Community and the Curriculum by Greg Charlton 14

3. Directory for Teachers of Community Studies by John Turner 20

Reviews 23

Resources Exchange 31

Briefings: No. 8 Social Research as a Teaching Strategy by Charles Townley pull-out centre pages

Section Cartoon Headings by Beverley Curl

Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.